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ABSTRACT

The purpose of the subject area guide is to present clothing and textiles in the perspective of family living and to relate clothing and textiles to a variety of life styles. Initial emphasis is placed on curriculum planning and the taxonomy of educational objectives. Skills in clothing construction are developed throughout the four homemaking sections with units on advanced clothing construction, textiles, and tailoring principles included in the final phases of the course. Homemaking 1 introduces the significance of clothing in the life of each individual, the role of design in clothing, and management and consumer aspects of clothing. Homemaking 2 covers individual and family clothing decisions related to wardrobe planning, clothing care, grooming, and clothing selection. Homemaking 3 outlines factors influencing family clothing decisions, management and consumer aspects of family clothing, and the role of clothing and textiles in the economy. Homemaking 4 emphasizes cultural aspects of clothing, as well as the interrelationship of various aspects, and the economics of textile production. In each of the four sections, a unit on career opportunities is included. A 20-page annotated reference list and resource guide concludes the document. (MW)

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CLOTHING AND TEXTILES

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DESCRIPTION OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a continuing project. It is a cooperative project between Homemaking Education in the Texas Education Agency, and the College of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The instructional materials which are being developed at the Center are intended to assist teachers and coordinators in promoting and teaching home economics gainful employment programs or homemaking education.

To provide a background of information for the establishment of the Home Economics Instructional Materials Center, a Planning Grant Project was approved by the Texas Education Agency for February 1 through August 31, 1967. The major purposes of the Planning Grant Project were (1) to assemble and catalog an occupational reference library, (2) to develop procedural steps for preparation of instructional materials, and (3) to illustrate the first sequence of these steps, that is, to develop job analyses and to list competencies needed for employability of students.

The present major objectives of the Home Economics Instructional Materials Center are (1) to develop instructional materials designed for use by students enrolled in cooperative part-time training programs and in pre-employment laboratory training programs in preparation for employment in occupations requiring home economics knowledge and skills, (2) to develop materials in homemaking education, and (3) to develop at a later time materials designed for use in home and community service programs.

Acknowledgement is given to:

Mrs. Elizabeth F. Smith, Director, Homemaking Education, Texas Education Agency, who conceived the original plan for establishing the Center and continues to determine ways in which the Center can meet the needs of Homemaking Education in Texas.

Dr. Camille G. Bell, Chairman, Department of Home Economics Education, who continues to serve in an advisory capacity.

Linda Glosson, Acting Director
Home Economics Instructional
Materials Center

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Home Economics Instructional
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Mrs. Virginia Richards, Lubbock, Texas, and Mrs. Marilyn Johanson, Hico, Texas, home economics teachers, who spent a month at the Center helping with the writing of the clothing and textiles instructional materials.

Mrs. Lillian Kountz, Department of Clothing and Textiles, Texas Tech University, who served as subject-matter specialist in clothing and textiles.

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PREFACE

Clothing is one of the primary needs of man. It not only fulfills physical needs, but social and psychologial needs as well. In every age of history, clothing, fashion, and adornment have expressed the mores, values, and attitudes of groups of people. In addition, clothing provides opportunities for the individual to express himself.

Clothing is a highly variable expense which may be controlled by good management. About ten percent of the family's income is spent for clothing. To make the best use of the family clothing dollar, the consumer should be informed not only about fashion and style but also textiles, clothing construction, and money management. After purchases are made proper care can extend the life of the garment as well as enhance its appearance.

The purpose of this subject area guide is to present clothing and textiles in the perspective of family living. An attempt has been made to relate clothing and textiles to a variety of family life styles.

Homemaking I introduces the significance of clothing in the life of each individual, the role of design in clothing, and management and consumer aspects of clothing. It includes development of skills needed in construction of a simple garment including pattern selection, selection of fabrics and notions, pattern use, management in construction, basic construction techniques, fitting, and pressing.

Homemaking II covers individual and family clothing decisions related to wardrobe planning, clothing care, grooming, and clothing selection. Skills in clothing construction are increased through more advanced projects. Characteristics, selection, and construction of clothing for children are also included.

Homemaking III outlines factors influencing family clothing decisions, management and consumer aspects of family clothing, and the role of clothing and textiles in the economy. A study of textiles is included which covers fiber characteristics, yarn structure, fabric construction, fabric finishes, dyeing and printing, design, and textile labeling. A unit on advanced clothing construction covers fashion design, major pattern alterations, advanced construction techniques, and professional processes involved in alteration and maintenance of clothing.

Homemaking IV emphasizes cultural aspects of clothing, as well as the interrelationship of various aspects, and the economics of textile production. The role of government protection and consumer responsibilities in the purchase of textiles is covered. Planning clothing for college, employment, and personal life is included as well as clothing care experiments and selection, use, and care of major clothing equipment. A unit on textiles covers fabric finishes and includes textile experiments. Tailoring principles are also included.

In an effort to place greater emphasis on career and job opportunities available in homemaking, a unit is included in each sequence course on job and career opportunities in the area of clothing and textiles.

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CLOTHING AND TEXTILES

Clothing and Textiles is one of six subject area guides being developed for use in high school homemaking programs in Texas. Additional guides are being prepared in the areas of Family Living, Home Management and Consumer Education, Child Development, Housing, and Food and Nutrition.

Contents of the Guide

Each subject area guide is closely correlated with the Conceptual Framework for Homemaking Education in Texas. The Framework was used as a basis for developing behavioral objectives, generalizations, and learning and evaluation experiences for each subject area guide.

Each guide has colored dividers to indicate Homemaking I, II, III, and IV as follows:

Homemaking I - yellow
Homemaking II - orange
Homemaking III - green
Homemaking IV - pink

Each large concept within a level begins on a new page. An overall objective for that concept is stated in behavioral terms to indicate what the student should be able to do when he has completed the unit.

Subconcepts related to the large concept are underlined. Generalizations help give meaning to the subconcepts by summarizing or relating ideas presented.

Behavioral objectives show outcomes which should result from successful completion of the learning and evaluation experiences. The letter in parentheses at the end of the objective indicates the level in the cognitive domain at which the objective is stated as follows: (K) Knowledge, (C) Comprehension, (Ap) Application, (An) Analysis, (S) Synthesis, and (E) Evaluation. When objectives at more than one level might be written for a learning experience, only the higher level objective is given.

Learning and evaluation experiences are provided to suggest ways each concept might be taught using a variety of teaching methods and techniques. Many of the suggested experiences may be used to evaluate the student's progress toward the objectives of the unit.

Numerous coordinating experiences were developed to illustrate ways of coordinating each concept with home practice, home experiences, FHA, and community activities. These experiences are designed to coordinate the total homemaking education program by giving students additional learning experiences and opportunities to use what they have learned in various situations.

How to Use the Guide

The subject area guides are designed to aid the teacher in understanding the concerns of high school students and the concepts that would be appropriate at each grade level. They are not designed for use in any particular community. The teacher will need to use her own initiative, imagination, and creativity in working cooperatively with students, parents, school, and community to develop an effective homemaking education program. The subject area guides are intended to guide, not dictate, the content of high school homemaking courses.

The teacher is not expected to use all the suggested experiences given in this guide with one class. She may adapt, supplement, and expand the suggestions in view of the specific needs, interests, abilities, backgrounds, and levels of maturity of her students. The variety of experiences included should enable the teacher to select and assign those teaching-learning experiences that will help her students reach the objectives important to them.

Schools which do not offer Homemaking IV should consider combining Homemaking III and IV to form a meaningful Homemaking III course by incorporation concepts from both courses to meet students' needs effectively.

The subject area guide should be a valuable aid in local program planning and curriculum planning.

Program Planning

Effective program planning for homemaking education in the local community involves: (1) understanding the community, (2) understanding human growth and development, and (3) cooperative planning.

Understanding the Community. Planning and carrying out an effective homemaking education program requires that the teacher understand the community in which students and their families live. A study of social, economic, and cultural conditions in the community should contribute to this understanding. Such a study involves determining the representative types of home and family backgrounds and appraising community attitudes, prejudices, values, industries, practices, resources, and power structure. Because patterns of home and community life largely determine the needs and interests of individuals, knowledge of the community can bring into focus the problems of everyday living and can serve as a basis for curriculum planning.

Understanding Human Growth and Development. The development of the individual from birth throughout life is characterized by the occurrence of certain tasks at each stage of development. Understanding these tasks and the characteristics of youth related to them is an important part of program planning in homemaking education.

Knowledge of the developmental tasks has several implications for the teacher. The tasks indicate the types of problems for which students

must seek solutions. The teacher must realize that individuals of the same chronological age are not necessarily in the same stage of development. Because tasks arise at or about a given time in the student's life, however, she should be able to anticipate the teachable moment and to provide learning experiences which will meet the needs, interests, and abilities of students.

Cooperative Planning. Planning the homemaking education program cooperatively with students, parents, teachers, administrators, and others in the community has been shown to result in more effective learning and a better curriculum than would be possible in a program designed by the teacher alone. Students, parents, and community members may be involved in planning through questionnaires, planning groups, and advisory committees. Professionally trained persons, including the school principal, other homemaking teachers, teachers in other subject areas, guidance personnel, and local and area supervisors also provide essential contributions to program planning. When preliminary plans have been developed, the teacher will want to discuss program planning with her students to provide greater insight into their special needs and interests.

Curriculum Planning

Concepts and Generalizations. Curriculum planning for the local homemaking education program involves using knowledge of the community understanding human growth and development, and analyzing results of cooperative planning in identifying concepts and generalizations which provide opportunities for relevant and lasting learning. A concept may be defined as "an abstraction representing the world of objects and events as a means of organizing them into categories."[1] Meaning is given to concepts by generalizing from experiences which occur over a period of time. A generalization is a complete thought which "expresses an underlying truth has an element of universality, and usually indicates relationships."[2] Generalizations help give meaning to concepts and should be applicable in a number of situations. A number of generalizations are needed to develop a single concept. To help students formulate generalizations the teacher should provide learning experiences which require students to describe, define, analyze, identify, classify, relate, explain, justify, interpret, and predict.

Behavioral Objectives. Concepts and generalizations are used to plan appropriate behavioral objectives and learning experiences which students

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[1] Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D.C.: American Home Economics Assocation, 1967.

[2] Ibid.

must have in order to develop realiable and expanded concepts. A behavioral objective is measureable behavior that is expected to result from successful completion of designated learning experiences. In order to educate the total student, objectives should be provided at all levels of the cognitive, affective, and psychomotor domains of the taxonomy of educational objectives.

Learning Experiences. Learning experiences should be selected to enable students to achieve each behavioral objective. Learning experiences in homemaking education may be provided through classroom, home, community, and Future Homemakers of America. Students' interests are more easily sustained if a variety of experiences are provided for learning by seeing, hearing, feeling, and doing.

Evaluation. Evaluation determines the extent to which a group or class has achieved behavioral objectives and indicates the effectiveness of the teacher and the curriculum. Effective evaluation is a continuous process which involves determining behavioral objectives, collecting evidence on behavior changes, interpreting the evidence collected, and using the evidence to improve the curriculum, teaching, and guidance. Methods of evaluation include paper-and-pencil tests, oral tests, performance tests, check sheets and inventories, score cards, rating scales, behavior records, and observations.

REFERENCES TO BE USED IN PLANNING

Arny, Clara Brown. Evaluation in Home Economics. New York, New York: Appleton-Century-Crofts, Inc., 1953.

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Gronlund, Norman E. Stating Behavioral Objectives for Classroom Instruction. New York, New York: The Macmillan Company, 1970.

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National Goals and Guidelines for Research in Home Economics. Washington, D.C.: Association of Administrators of Home Economics, 1970.

Sanders, Norris M. Classroom Questions, What Kinds? New York, New York: Harper and Row, 1966.

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Vocational Homemaking Education Program Standards. Austin, Texas: Texas Education Agency, 1971.

TAXONOMY OF EDUCATIONAL OBJECTIVES

Levels of Learning

Recent trends in homemaking education call for objectives which indicate exactly what changes in behavior should be expected from students. Such objectives may be developed and arranged in order of complexity according to the Taxonomy of Educational Objectives, a system for classifying behavioral objectives.

The Taxonomy of Educational Objectives is divided into three categories, called domains. These are the cognitive domain (thinking), the affective domain (feeling), and the psychomotor domain (doing). Each domain is then divided into a hierarchy of levels from least complex to most complex. Students must reach objectives which are least complex in a domain before they are able to master more complex objectives. To reach objectives at each level students must have mastered learning at all the levels below.

The cognitive domain deals with knowledge and information and is divided into six levels of learning:[1] knowledge, comprehension, application, analysis, synthesis, and evaluation. Each of these is explained more fully on page 9. The hierarchal aspect of the cognitive domain is illustrated in the following example: Students must know and understand basic facts about nutrition before they can apply them in planning nutritious family meals.

The affective domain which deals with attitudes and appreciation is divided into five levels of learning:[2] receiving, responding, valuing, organization and characterization. These levels are explained on page 10. The hierarchy in this domain may be illustrated as follows: A student must be receptive and responsive to maintaining good health before he values having good health, relates health to personal appearance, or allows his desire for good health to direct his behavior to the point that he chooses nutritious meals and snacks and tries to get plenty of rest.

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[1]Bloom, Benjamin S. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

[2]Krothwohl, David R.; Bloom, Benjamin S.; and Bertram, B. Masia. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

Levels of learning included in the psychomotor domain, the manipulative skill areas, are still being developed. One author[3] has identified possible levels in the psychomotor domain as: perception, set, guided response, mechanism, and complex overt response. Explanations of these suggested levels are found on page 11. The hierarchy in the psychomotor domain may be illustrated as follows: The teacher may demonstrate threading a sewing machine while students perceive what she does. Next the student prepares himself physically, mentally and emotionally to respond. The student then imitates the teacher or follows directions. Practice is required until he can thread the machine with little conscious effort. Finally, the student develops such a high degree of skill that he threads the machine automatically and with confidence.

Objectives in all three categories (cognitive, affective and psychomotor) should be included when planning units in homemaking education. Cognitive and affective domains can easily be included in all areas of homemaking. The psychomotor domain is applicable primarily in teaching skills, particularly in the areas of foods and nutrition and clothing and textiles. Behavioral objectives aid in planning learning experiences as well as in planning evaluation items to measure the degree to which students have achieved these objectives.

The inclusion of objectives at the higher levels of learning as well as at lower levels is another important consideration in curriculum planning. Unfortunately, the memory aspects of learning often dominate the curriculum. Research has shown that a large portion of memorized material is forgotten rapidly and that students are often unable to apply memorized material when needed. For example, a student may know many facts about nutrition without being able to make nutritious food choices for himself in the school cafeteria. As a result of spending excessive time at the memory level, many teachers tend to offer students little opportunity to develop their capacities at higher levels. To improve the intellectual climate of her classroom, the teacher must consciously include objectives at the higher levels of learning in each domain and provide the necessary learning experiences to enable the students to reach the objectives.

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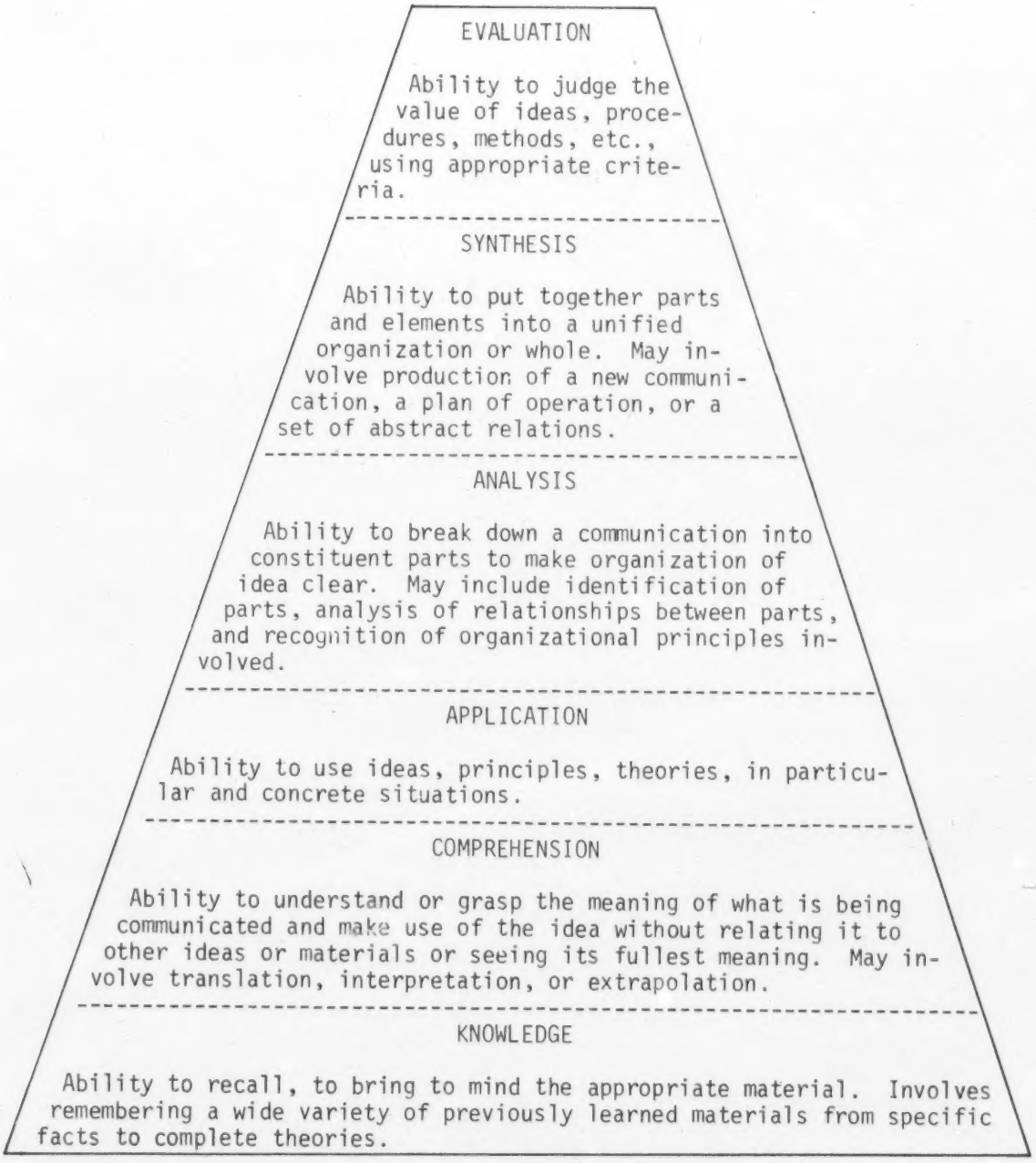
[3]Simpson, Elizabeth J. "Classification of Educational Objectives, Psychomotor Domain," Illinois Teacher. Vol. X, No. 4, Winter, 1966-67.

LEVELS OF LEARNING

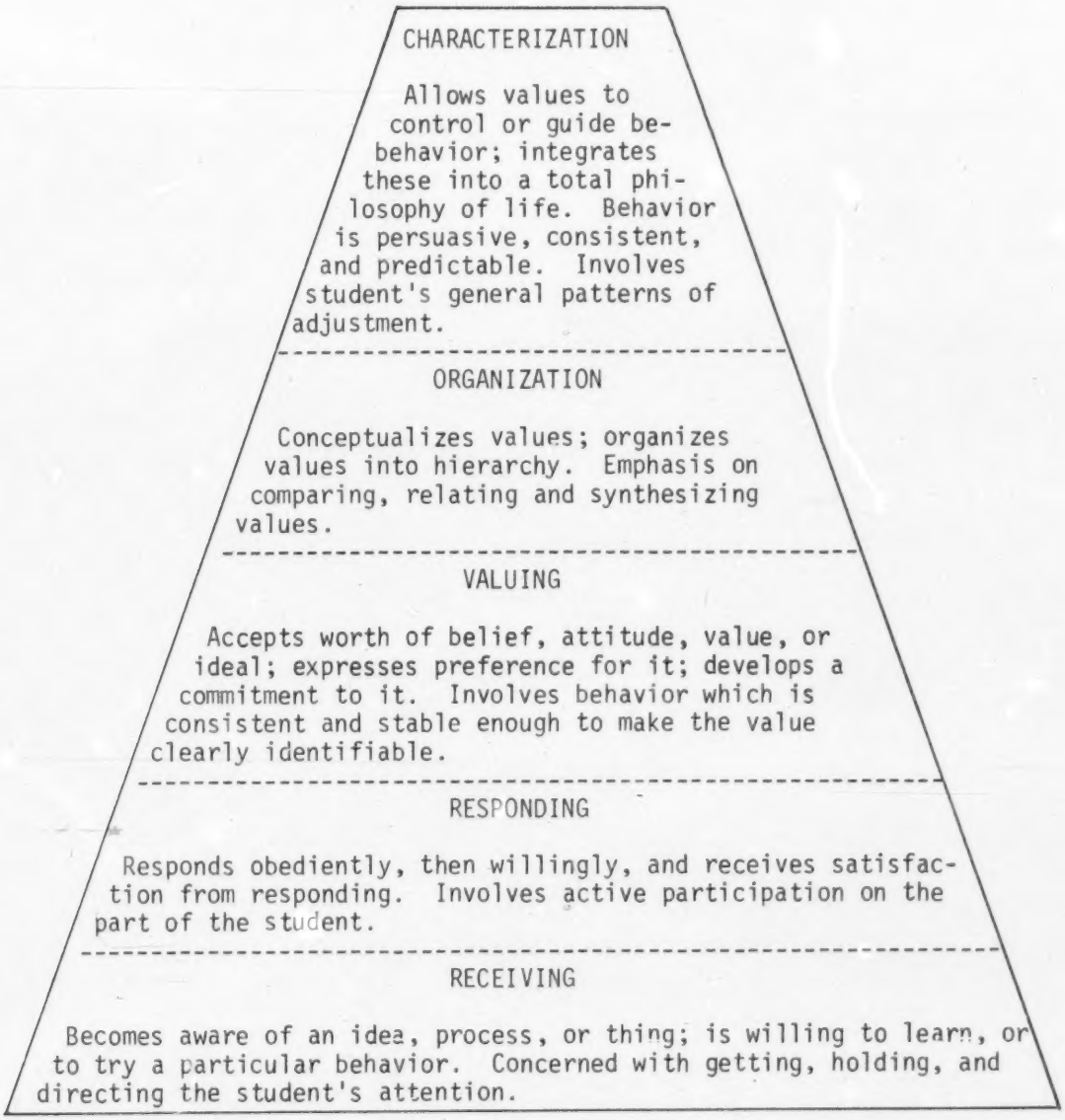
Cognitive Domain[1]



[1] Adapted from Bloom, Benjamin S., ed. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. New York: David McKay Company, Inc., 1956.

LEVELS OF LEARNING

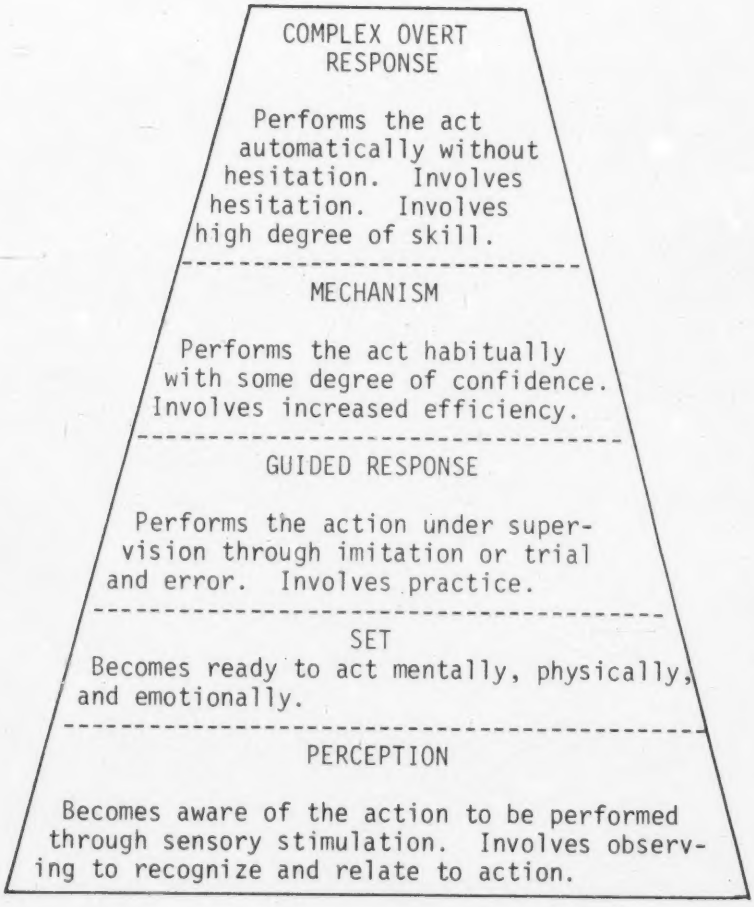
Affective Domain[1]



[1]Adapted from Krathwohl, David R.; Bloom, Benjamin S.; and Masia, Bertram B., Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

LEVELS OF LEARNING

Psychomotor Domain[1]



[1]Adapted from Simpson, Elizabeth Jane. "The Classification of Educational Objectives Psychomotor Domain," Illinois' Teacher of Home Economics, Vol. X, No. 4, Winter, 1966-67. pp. 110-144.

DEFINITIONS OF TERMS

Behavioral objective - the expected measurable behavior that should result from successful completion of designated learning experiences.

Community activity - learning activities related to classroom experiences which are carried out in the community for the purposes of personal development, community service, and improvement of community life.

Concept - an abstraction representing the world of objects and events and a means of organizing them into categories.

Evaluation experiences - activities which help determine the progress made toward the achievement of specific behavioral objectives.

FHA - Future Homemakers of America organization.

Generalization - a complete thought which expresses an underlying truth, has an element of universality, and usually indicates relationships. Generalizations help give meaning to concepts.

Home experiences - learning activities related to classroom experiences which are planned, carried out, and evaluated by pupils in their homes, under the guidance of the teacher and parents, for the purposes of personal development and improvement of home life.

Home practice - learning activities which give learners opportunities to practice at home skills learned in the classroom.

Learning experiences - purposeful activities that have meaning for students at their developmental level and result in some degree of growth toward behavioral objectives.

Resources - teaching materials, books, pamphlets, journals, visual aids, and other instructional materials needed to carry out the suggested learning experiences and to reach behavioral objectives.

Scope - the extent or range of concepts.

Sequence - the order of progression of concepts.

Taxonomy of educational objectives - a system for classifying behavioral objectives into hierarchies or levels of learning in three domains (cognitive, affective, and psychomotor).

CONCEPT: Significance of Clothing

OVERALL OBJECTIVE: *Demonstrate the effects of various forces on habits of dress (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Functions of Clothing		
Clothing performs important functions in the life of an individual.	Identify the functions of clothing (K)	Name the functions of clothing, such as physical protection, adornment, indication of status, ritual symbolism, self-expression, and identification of group, role, and sex.
	Illustrate various functions of clothing (C)	Describe the functions of clothing by gathering from magazines and newspaper clippings examples of apparel which meets specific functions. Share with class. Work in groups to make a bulletin board illustrating the functions of clothing. Suggested titles: "Clothing - Doing Its Thing," or "Variety is the Spice of Your Wardrobe."
	Relate the present functions of clothing to past and future functions (Ap)	Discover past clothing styles by interviewing adults to find out what clothes were like when they were in high school. Use family pictures or personal photographs to show evidence of past functions of clothing. Predict clothing styles likely to be in fashion ten years in the future. What factors do you feel will influence

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		clothing in the future? Do you think the functions of clothing will remain unchanged? Why?
Social Aspects of Clothing		
Clothing provides a means of relating to others socially.	Identify personal attitudes clothing may communicate to others (K)	List attitudes communicated by clothing. Examples: respect or lack of respect for self and others, importance placed on clothes, and self-confidence.
	Give examples of clothing as a form of communication (C)	Summarize recent observations of persons communicating attitudes through personal appearance. Share with class.
		Watch family-oriented television programs, and write a summary of ways clothing was used to communicate each character's role and attitudes. Discuss your observations with classmates.
The attractiveness and appropriateness of a person's clothing often form the basis of first impressions of his personality.	State the relationship between clothing and first impressions (K)	Work in groups to match words describing first impressions to appropriate clothing illustrations. Scramble the lists and pictures, and exchange with another group. Discuss any differences among words and pictures matched by the two groups.
	Explain ways clothing influences first impressions (C)	Describe the most outstanding characteristics of someone you see or meet for the first time. Explain the role of clothing

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		in first impressions. Role play to show how someone new might be introduced and treated if he dressed according to specific descriptions. Participants might step to the side and express "thoughts," such as first impressions and immediate feelings about the other person.
Organized groups frequently use articles of clothing or uniforms to identify themselves.	List clothing items particular to specific groups (K)	Identify specialized items of clothing that members of a group may wear to set them apart from others, such as a specific style of shoe or belt.
	Describe types of clothing acceptable in various age groups (C)	Give examples of specialized forms of dress which are common to age groups other than teen-agers. Describe acceptable attire for people in various age groups.
	Relate social activities of teen-agers to clothing needs (Ap)	Identify common social activities of teen-agers. Classify the listed activities into related categories.
		Discuss the following statement: "Social status and life style affect activities and activities affect clothing needs."
	Analyze the role of clothing in social activities (C)	Give examples of clothing which would be appropriate for specific social occasions. Examples: church, parties, weddings, school activities, and job interviews. What roles or purposes does clothing serve in each activity mentioned?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Show ways clothing is used as a means of social expression (Ap)	Work in groups to prepare stick puppet shows which demonstrate the use of clothing as a means of social expression on various occasions. Include the appropriate and inappropriate use of clothing for social expression. Use magazine pictures for the characters.
Psychological Aspects of Clothing		
Clothing may be an external expression of one's inner self.	Define basic needs of individuals (K)	Brainstorm to list basic needs of individuals, such as safety, physiological fulfillment, love, belongingness, esteem, and self-actualization.
	Explain how clothing may contribute to need gratification (C)	Illustrate with pictures how basic needs may be fulfilled through clothing. Example: Wearing clothes like those of a peer group may help a person feel that he belongs.
		Watch a television program or movie, and summarize how clothing fulfills basic needs of the characters. Give examples of clothing changes that may have illustrated each character's need gratification. What were the effects of the clothing changes?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Define self-concept (K)	List words or phrases that describe how you see yourself. What do you like about yourself? Dislike? These ideas are termed, "self-concept."
	Illustrate ways clothing may affect one's self-concept (C)	Interpret a person's clothing needs, based on a sketch or passage in a novel or movie which describes a person. How does a person's meeting or not meeting his clothing needs affect his self-concept?
	Analyze ways one's self-concept may influence clothing choices (C)	Estimate the self-concepts of persons in selected pictures using their clothing choices as clues. Share with the class. List ways one's self-concept may influence clothing choices.
		Explain how confidence, security, and assurance are gained through compliments about one's appearance. Discuss how students who are frequently criticized about their clothes may lose interest in their appearance, lose self-confidence, or become overly concerned with clothing.
Emotions may be conveyed through one's dress.	State emotions which may be conveyed through dress (K)	Observe magazine pictures of clothing, and identify emotions that may be conveyed through dress.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain how clothing may be an expression of emotions (C)	Give examples of your community's customs of dress for weddings, funerals, sports events, and church. Explain ways clothing for these activities communicates emotions. Discuss the question: "Do emotions influence one's clothing choices, or do clothing choices influence one's emotions?" Coordinating Experience: Keep a diary describing the clothes you wear each day and the way they make you feel. Study your diary to analyze ways your emotions affect your clothing choices. Example: You may choose to wear very bright clothes when you are happy.
Personality influences and is influenced by one's dress.	Define personality (K)	Work in groups to study references on personality. State a class definition of personality.
	Identify personality characteristics (K)	Brainstorm to list indications of one's personality. Include facial expressions, appearance, attitude, disposition, and personal philosophy. Cite specific characteristics of an unpleasant personality and of a pleasant personality.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: For FHA, listen to a guest speaker, such as a minister, counselor, model, or area FHA officer explain, "Personality Unlocks the Door."
	Describe personality characteristics that may be expressed through clothing (C)	Show how clothing becomes a clue to personality by conveying an impression of what the individual is, does, and believes. Give examples of personality characteristics conveyed by television personalities. In what ways does clothing contribute to the portrayal of individual personalities? To the portrayal of age? Coordinating Experience: For FHA, depict a specific personality trait or a certain personality by dressing for a style show. Ask the audience to guess the trait or the personality.
Clothing is one way to express values and beliefs.	Identify values that may affect clothing decisions (K)	State values that may affect clothing decisions. Examples: vanity, modesty, comfort, moral standards, family traditions, religion, money, and fashion consciousness.
	Give examples of ways values may influence clothing decisions (C)	Illustrate clothing appropriate for specific individuals on various occasions. Examples: a modest person, one who believes in high fashion, and one who has little concern for personal appearance.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate ability to make clothing decisions (Ap)	Read a case situation describing a specific individual. Based on the information given, what values do you think the individual holds which might affect clothing decisions? What social and psychological aspects of the individual's personality might influence clothing decisions? Given a specific situation, choose a garment for the individual in the case situation. What factors did you consider?
	Analyze personal feelings concerning clothing (An)	Participate in an exercise to discover your inner feelings as they relate to clothing selection. Get very comfortable. Relax. Close your eyes. Pretend you are in a strange city. Imagine that you are looking for a new outfit. Try to visualize each detail of streets, stores, displays, and choices available as you shop. When you have finished, consider how your feelings concerning clothing and your inner self were revealed in your thoughts. Summarize your findings in a paragraph.

CONCEPT: Design in Clothing

OVERALL OBJECTIVE: *Apply the elements and principles of design to clothing selection (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Kinds of Design		
The two main types of design in clothing are structural and decorative.	Define structural and decorative design (K)	Study resources to define structural and decorative design. Identify decorative and structural designs found in clothing, pictures of clothing, or fabric samples.
	Illustrate structural and decorative designs (C)	Look in magazines and pattern books to find examples of structural and decorative designs in clothing. Share with class.
Function and beauty of clothing are related to structural and decorative design.	Explain function and beauty in clothing (C)	Describe practical aspects of clothing design, such as openings that enable one "to get in and out" and skirts that allow walking and sitting ease. Illustrate decorative clothing designs that are beautiful but not functional, such as lace, ruffles, or tucks.
Elements of Design		
Design elements are tools for creating desired effects in wearing apparel.	Identify elements of decorative design (K)	Study references to define the elements of design: line, shape, space, form, texture, and color.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Lines of a garment may change the way the human figure appears to the observer.	Illustrate effects on the wearer of clothing lines (C)	Give examples of types of lines, such as vertical, horizontal, diagonal, and curved. Describe how the lines of the silhouette set the key for the other lines in the costume, such as pockets and collars. How does the placement of lines affect the space division of a garment?
When a garment is put on the human body, it takes on the shape of the body.	Give examples of shapes and forms (C)	Find pictures to illustrate shapes and forms found in clothing, such as straight or tubular, bell-shaped or bouffant, and bustle.
Fabric texture affects the illusion of the garment on the wearer.	Describe various textures (C)	Illustrate textures by describing the "feel" of various fabrics. Give examples of fabrics suggesting words such as "poverty," "elegance," and "warmth."
Knowledge of color influences the development of clothing selection skills.	Define color terms (K)	Study selected references to find the meaning of the following color terms: primary, secondary, and intermediate colors, value, intensity, hue, warm colors, cool colors, and color wheel. Discuss these definitions in the class.
	Explain value in color (C)	Illustrate value by adding varying amounts of black to a color. Do the same experiment with varying amounts of white.
	Describe intensity in color (C)	Illustrate intensity by adding varying amounts of gray or a complement to a color.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Bring to class fabric samples or colored paper swatches to depict the dimensions of color (hue, value, and intensity).
Knowing how to use design elements aids in achieving a well-dressed appearance.	Define the major color schemes (K)	Identify the following color schemes: monochromatic, analogous, complementary, and triadic. Describe the characteristics of each color scheme.
	Interpret the major color schemes (C)	Use fabric samples, color swatches, and magazine and pattern-book pictures to give examples of the major color schemes.
	Illustrate the effects of color in garment design (C)	Describe the effect of light, bright, dark, and dull colors on apparent size of an individual. Illustrate the law of areas of color by dividing the space of a garment and giving examples of colors appropriate for each space. Example: a small bright area or space will balance a larger, duller area of a garment.
	Use design elements in clothing selection (Ap)	Prepare paper dolls with fabric garments or use suitable illustrations to show the effects of the elements of design on clothing for individuals.
	Point out design elements in specific garments (An)	Analyze a specific garment to point out the types of lines, the shape or silhouette, the textures, and the colors, Determine the effects of each element of design on the garment and on the wearer.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Principles of Design		
Creativity may be expressed through the application of design principles to clothing.	Identify the principles of design (K)	Define the following principles of design: balance, proportion, rhythm, emphasis, and harmony.
	Describe each principle of design as it pertains to clothing (C)	Refer to diagrams, printed materials, transparencies, or other illustrations to explain principles of design and their relationship to clothing.
	Apply the principles of design in specific situations (Ap)	Prepare a bulletin board depicting the principles of design. Use accessories to demonstrate the principles of design in dress. Suggested title: "Five Keys to Clothing Design."

CONCEPT: Management and Consumer Aspects of Clothing

OVERALL OBJECTIVE: *Analyze consumer aspects of clothing (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Clothing Selection for the Individual		
An individual's clothing selections may be influenced by personality, physical appearance, and current fashion trends.	Explain ways personality may influence clothing selection (C)	Describe clothing for various activities which would be appropriate for specific personality types, such as introverted, extroverted, shy, athletic, dramatic, fashion-conscious, ingenue, and insecure.
Skin tone, hair color, and eye color determine the effect colors have on one's appearance.	Define personal coloring (K)	Identify basic skin, hair, and eye colors.
	Describe types of personal colorings (C)	Read from selected references to illustrate basic types of personal colorings. Summarize the characteristics of each color type. Do persons having certain colorings also have certain skin characteristics or types?
	Demonstrate the effect of various color choices for different types of personal coloring (Ap)	Show examples of color combinations suitable for personal coloring types by draping colored fabric around shoulders of various individuals. This should be done in true daylight because artificial light may influence the appearance and effect of the colors. Predict the colors that are best suited for a specific individual.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze your personal coloring (An)	Determine your personal skin tones, hair color, eye color, and basic personal coloring. Outline general principles for selecting colors suited to your personal coloring.
	Propose color choices desirable for one's personal coloring (S)	Compile a list of colors that are most becoming to you. Consider colors that make you feel good, make your skin appear clearer, dull your skin, emphasize skin blemishes, draw attention to your eyes, dull your eyes, make your hair shine, dull your hair, and overwhelm you.
Clothing selections should make attractive physical features more noticeable and unattractive features less noticeable.	Identify figure characteristics which may influence clothing selection (K)	Brainstorm in order to list figure characteristics to be considered in clothing selection, such as figure type, face shape, and neck length and size.
	Summarize ways clothing characteristics affect the appearance of physical features (C)	Describe clothing characteristics which exaggerate size and those which produce a slimming effect. Illustrate collar styles and neckline treatments for various face shapes and neck lengths and sizes.
	Relate clothing selection to specific figure characteristics (Ap)	Use a reference chart to show types of clothing best suited to personal figure characteristics. Predict general guidelines an individual may follow in choosing the clothing appropriate for personal figure characteristics.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Consideration of fads, fashions, and styles may contribute to wise clothing selection.	Define fad, fashion, and style (K)	Read references to find definitions of fad, fashion, and style. Name current fashion terms. Label particular styles from popular periods, such as the roaring twenties, World War II, post war era, fifties, sixties, and seventies.
	Illustrate fads, fashions, and styles (C)	Give examples of clothing which represent fads, fashions, and styles. Arrange examples, such as student photographs, yearbook pictures, or clothing items for display. Which categories are illustrated in the clothing of students in the class?
	Summarize the role of fads, fashions, and styles in clothing selection (C)	Explain how fads, fashions, and styles have influenced your clothing selections. Illustrate fads, fashions, and styles available for purchase; summarize the reasons a consumer may choose to purchase fads, fashions, and styles.
	Predict fad and fashion trends (Ap)	Use current clothing apparel worn by your peer group to predict items which will become fashion and those which will die out as a fad. Give reasons for your predictions.
	Relate current fashion and fads to revivals of past styles (Ap)	Prepare a report on a current designer and show how the designer combines historical styles and contemporary ideas to create clothing designs. Share with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Apply knowledge of fads, fashions, and styles in making clothing selections (Ap)	Produce an ensemble which you believe will be fashionable, yet not short-lived. Show how fads may be used to complete the ensemble. What may determine whether an ensemble will be short-lived on the fashion market?
Wardrobe Planning		
Wardrobe planning is influenced by various factors.	Cite factors that influence wardrobe requirements (K)	Read references to find a definition of wardrobe. Example: a collection of of clothing which a person wears during any one season of the year. List factors that may influence individual wardrobe requirements, such as climate, activities, community, school, available resources, and present wardrobe.
	Give examples of factors influencing wardrobe requirements (C)	Illustrate with pictures various factors influencing wardrobe requirements. Describe the effects each factor may have on wardrobe requirements.
A well-planned wardrobe meets an individual's clothing needs.	List characteristics of a well-planned wardrobe (K)	Brainstorm in order to identify characteristics of a well-planned wardrobe. Example: enough clothes for day-to-day needs.
	Estimate benefits of having a well-planned wardrobe (C)	Summarize the benefits of a well-planned wardrobe. Share with class, and make a class list.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Make a bulletin board to illustrate benefits of a well-planned wardrobe. Suggested titles: "The ABC's of a Well-Planned Wardrobe," "Mirror, Mirror on the Wall, or "What is Your Wardrobe Image?
	Discover the effects of poor wardrobe planning (Ap)	Designate clothing in your wardrobe which is not appropriate or wearable for various reasons. How is a wardrobe affected by keeping items not used? How may this type of wardrobe "handicap" be eliminated or avoided? Discuss the statement, "I don't have anything to wear."
		Role play situations depicting the effects of poor and wise wardrobe planning. Relate specific planning decisions to their results in wardrobe use.
A regular clothing inventory enables one to determine clothing needs.	Identify the role of a clothing inventory in wardrobe planning (K)	Define clothing inventory. Cite reasons for keeping an accurate inventory of one's clothing.
	Summarize points to consider for making a clothing inventory (C)	Give examples of suitable clothing inventory forms. Include the following points: garments on hand, description of each garment, condition of each garment, repairs needed, where each garment is to be worn, fit and style of each garment, and garments that should be discarded.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate procedures for taking a clothing inventory (Ap)	Use a form described in class to prepare an inventory of your wardrobe. What are the steps in making a clothing inventory? What guidelines are helpful? How may a clothing inventory be used in wardrobe planning?
	Point out wardrobe needs (An)	Analyze a clothing inventory of a specific wardrobe. Determine wardrobe needs based on the clothing inventory and the individual's situation.
Basic garments may be accessorized to suit a variety of occasions and used to stretch clothing dollars.	Define basic garments (K)	Study references to form a class definition of basic garment. Example: basic garment is one which may be accessorized to suit a variety of occasions.
	Estimate the effects of including basic garments in one's wardrobe (C)	Summarize reasons for including basic garments in your wardrobe. Examples: saves money and allows one garment to serve several purposes.
	Describe guidelines for planning basic garments for a wardrobe (C)	Summarize criteria for planning basic garments. Examples: simplicity, durability, good fit, flattering style, a good background for jewelry, and a style that will not soon become obsolete.
	Demonstrate ways to vary basic garments (Ap)	Accessorize a basic garment to fit various occasions, such as parties, church, school, sports events, or a wedding. Predict the number of clothing items that

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		would be necessary for these occasions if the wardrobe did not include a basic garment.
Accessories add variety to a wardrobe.	Name factors to consider in selecting accessories (K)	List articles of apparel that complete a costume. Identify criteria to consider in selecting accessories, such as size, shape, color, price, suitability, care, and flexibility of use in a specific wardrobe.
	Describe the role of accessories in a well-planned wardrobe (C)	Explain the benefits of accessories in your wardrobe. Examples: emphasize good features; detract from poor features; give variety to a basic wardrobe; express individuality; keep wardrobe fashionable; and extend wardrobe.
	Relate accessory selections to other decisions in wardrobe planning (Ap)	Apply principles of wardrobe planning to selecting accessories. Examples: consider accessories as a part of the total design, the features of accessories you like, the price, the accessories you have, the clothing with which the accessories will be worn.
Use of a basic color in wardrobe planning helps to minimize cost and storage space.	Recognize the effects of using a basic color in wardrobe planning (K)	Identify advantages of color coordinated wardrobes. Examples: enhancing personal coloring, minimizing storage space required, allowing a variety of combinations with a few articles of clothing, and reducing wardrobe costs.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe color coordinated wardrobe (C)	Explain a wardrobe color plan. Pictures may be used to illustrate garments which may be used together. Follow guidelines, such as use more solids than plaids, prints, or stripes; select a limited number of high fashion colors; and develop a color scheme. Coordinating Experience: Make a file for use in wardrobe shopping. Include a list of colors and fabric samples of clothing presently in your wardrobe. Use a clothing inventory as a resource.
Many aspects of wardrobe planning influence final clothing decisions.	Identify factors to consider before making clothing purchases (K)	List factors to consider before shopping for and purchasing clothing. Include articles of clothing needed, amount of money available, wardrobe color scheme, desired care qualities, and available shopping facilities.
	Describe factors to consider before making clothing purchases (C)	Explain factors for consideration before making clothing purchases. Illustrate the results of regard and disregard of these considerations.
The availability and use of resources for achieving clothing goals are related to the allocation of resources to other individual and family goals.	Define clothing budget (K)	State the definition of a clothing budget. Identify it as a financial plan which provides for clothing needs of family members.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Identify factors influencing clothing budgets (K)	List factors which influence personal clothing budgets. Examples: activities, age, income, time, and skills.
	Summarize procedures for making a clothing budget (C)	Discuss the steps of forming a clothing budget. Examples: estimate the money allotted for clothing and plan the use of that money.
	Demonstrate the preparation and use of a clothing budget (Ap)	Construct a budget for your clothing expenditures for one season. Include money for purchases, repairs, and care.
Clothing and Fabric Buymanship		
Satisfaction may be gained from the wise selection of clothing and fabric.	Cite general shopping guides for selecting apparel and fabrics (K)	Read selected references to identify general shopping guidelines to consider before buying apparel or fabric. Examples: avoid buying on impulse or spending more than you had budgeted; sit, reach, and bend in a garment you plan to buy; become familiar with brand names and special labels pertaining to care; and check all points for good workmanship.
The use of special standards and guidelines for purchasing items of clothing will help to eliminate errors, minimize dissatisfaction, and give greater enjoyment in wearing clothes.	List standards for selecting apparel and fabrics (K)	Read selected references to identify standards for selection of various articles of apparel. Examples: grainlines should be straight, seams should be evenly stitched with enough stitches per inch to be durable for the intended use; linings should require the same kind of cleaning as the

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		outer fabric of a garment; and zippers should open and close easily. Cite specific standards for purchasing articles, such as outerwear, underwear, sweaters, blouses, pants, skirts, shoes, dresses, and hosiery.
	Describe ways shopping standards and guides may influence specific purchases (C)	Illustrate how consideration of shopping standards and guides may influence clothing purchases. Examine specific garments and answer the following questions: How may workmanship affect the fit and overall appearance of a garment? How may workmanship and quality of fabric affect the cost of a garment? In what situations does the purchase of one item require the purchase of another item?
	Demonstrate ability to use general shopping guidelines and standards for buying (Ap)	Use general shopping guidelines and standards for buying to select one accessory item for a specific situation. Give reasons for your choices. Why may an accessory be suitable in one situation and not in another? Coordinating Experience: Apply shopping guidelines and standards to select garments or accessories that would be suitable additions to your wardrobe. Write a paragraph describing the experience, what you learned, and what you would do differently next time.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Knowing where to find information aids the consumer in decision making.	List sources of consumer information (K)	Identify sources of consumer information, such as magazines and newspaper articles, laws, labels, advertisements, and sales
	Give examples of consumer information obtained for various sources (C)	Describe clothing or fabric which you wish to buy. List sources of consumer information related to those items. What types of information does each source offer? Summarize information you have obtained from various sources concerning clothing or fabric you wish to purchase.
		Discuss laws relating to clothing. Examples: 1) The Textile Fiber Products Identification Act requires generic labeling of fibers; 2) The Wool Products Labeling Act classifies wool; 3) The Federal Food and Drug Act requires textile products to be safe. Role play situations illustrating ways these laws may influence one's clothing and fabric purchases.
Comparative shopping may increase the satisfaction derived from clothing and fabric purchases.	State the meaning of comparative shopping (K)	Read from selected references in order to define comparative shopping. Share your definition with the class.
	Explain how to do comparative shopping (C)	Give examples of ways to do comparative shopping, such as using information from consumer guides and shopping in various types of stores.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Discuss information needed in order to do comparative shopping, such as services provided by stores, various shops that carry apparel, prices, and quality.
	Demonstrate ability to shop comparatively (Ap)	Use catalogs and newspapers or take field trips to stores to produce evidence showing the best buy for an article of apparel for a specific situation.
Clothing Care		
Clothing-care routines contribute to one's personal appearance.	List daily, weekly, and seasonal clothing-care activities (K)	Cite daily routines of clothing care and periodic clothing-care activities. Examples: daily care--properly put on and take off clothing and hang clothing properly; weekly care--launder, iron, press, and mend; seasonal care--restyle and store.
	Illustrate the value of clothing care activities (C)	Give examples of how an "ounce of prevention" may decrease the time and money spent on clothing care and replacement of garments. Illustrate the above slogan on a bulletin board. Suggested titles, "Keeping the Upkeep Down," or "A Stitch in Time...."
When clothes are correctly stored they are easily located and care is minimized.	Cite clothes storage areas in a home (K)	Name places where clothes are stored in your home. Examples: closets, drawers, shelves, boxes, chests, trunks, hooks, garment bags, and shoe racks.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate closet and clothing-storage accessories (C)	Give examples of closet and clothing-storage accessories. Summarize storage accessories which are necessary and those which are luxury items.
	Show ways of efficiently arranging clothing storage areas (Ap)	Discover storage principles and use them to efficiently arrange storage in the homemaking room. Examples: 1) Store items near the place they are to be used or put on. 2) Store like items together. 3) Store items where easily seen. 4) Store regularly used items within easy reach. 5) Store items so they are easy to grasp and remove. 6) Store heavy items on or near the floor. Prepare a bulletin board to show clothing-storage accessories and arrangements. Suggested title: "There's More to Storage Than You Think." A poem may be included. Example: "There's more to storage than you think And if you find you're on the brink Of losing track and beginning to sink Beneath a mount of clutter and kink Then get organized, don't be a fink Proper storage can be the missing link!"
	Point out advantages and disadvantages of various arrangements for clothes storage (An)	Analyze various storage facilities and arrangements for clothing items. Include knits, shoes, blouses, pants, dresses, accessories, and under garments.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: Organize a clothing-storage area in your room for convenience and for minimizing clothing care as well as reducing the amount of storage space needed.
Mending, altering, and restyling clothing may be economical ways to increase a wardrobe.	List factors to consider before mending, altering, and restyling clothing (K)	Read recommended references to cite factors to consider before mending, altering, or restyling. Consider the following questions: Is the garment worth saving? What will the cost be? How much skill is involved? How much time is involved? Will the garment be fashionable when finished? Did you like the garment to begin with? Will you wear it?
	Give examples of ways to mend, alter, and restyle garments (C)	Prepare a bulletin board with step-by-step illustrations of procedures for sewing on buttons, snaps, hooks and eyes, hemming, mending, and darning. Suggested title, "A Stitch in Time Saves Nine." View filmstrips which illustrate procedures in clothing care.
	Demonstrate mending, alteration and restyling techniques (Ap)	Apply mending, alteration, and restyling techniques to specific situations. Demonstrate for the class procedures for mending, altering, or restyling a clothing item. Make illustrative materials for use in demonstrating.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: Mend, alter, or restyle a garment in your wardrobe that you do not wear or which must be repaired before being worn again.
Keeping your clothes clean and free of stains will add beauty and durability to your wardrobe.	Identify care instructions on garment labels (K)	List different types of care instructions commonly written on garment labels.
	Interpret care instructions on labels (C)	Read labels and explain how to care for the garments described. Share with class.
Correct laundry techniques may prevent damage to garments during cleaning.	List laundry supplies (K)	Identify laundry supplies currently available. Examples: detergents, bleaches, enzyme products, stain removal agents, water softeners, and fabric softeners. List the purpose(s) of each product.
	Explain how to prepare clothes for washing (C)	Describe steps in preparing clothes for laundering. Examples: remove spots, stains, and excessive soil, and separate items into piles according to color, water temperature to be used, and amount of soil.
	Show how to hand launder specific items (Ap)	Use correct procedures for laundering the following items by hand: hosiery, gloves, sweaters, and scarves.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate use of a washing machine (Ap)	Show correct procedure for using the washing machine in the homemaking department by washing the following items: white clothes, dark clothes, delicate clothes, permanent press garments, and knits. Use manufacturers' care labels as references. Coordinating Experience: Volunteer to do a week's laundry and ironing at home. Use correct procedures for hand and machine washing and for ironing.
	Determine care required by specific garments (An)	Analyze wardrobe items and read labels to determine the type of care needed for each item.
	Plan daily, weekly, and seasonal clothing-care activities (S)	Devise a workable schedule for daily, weekly, and seasonal clothing care activities. Refer to specific references for guidance.
Removal of stains may increase the life of garments.	List general steps for removing stains (K)	Read selected references to identify general steps in stain removal. Examples: identify stain and fabric type; determine best method for removing the stain; and if the garment is expensive or the stain unknown, seek the help of a dry cleaner.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe the four main types of stain removers (C)	Give examples of each of the four main types of stain removers: solvents, detergents, absorbent materials, and chemical stain removers.
	Explain procedures for using each main type of stain remover (C)	View a filmstrip or transparencies which illustrate procedures for using each of the main types of stain removers on various fabrics. List necessary precautions to observe when using stain removal products on various fabrics.
	Demonstrate stain removal procedures (Ap)	Prepare a file of index cards which gives stain removal procedures for various common stains. Use the cards as reference and work in groups to apply appropriate procedures to specific stained fabrics. Make any needed revisions in the instructions to increase the clarity and usefulness of the file.
Grooming		
Knowledge of grooming principles contributes to the improvement of personal appearance, self-confidence, and social acceptance.	Identify elements of good grooming (K)	Name components of good grooming, such as clean hair, nails, teeth, body, and clothing; proper use of makeup; good posture; poise; muscle control; and good nutrition.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe personal grooming habits (C)	Interpret your personal grooming by completing a check list or questionnaire. Based on the check list, summarize grooming habits you wish to improve.
	Describe how grooming habits may be an indication of attitudes and values (C)	Explain the statement, "Your grooming reflects the person you really are." Give examples illustrating your opinion.
Social change may affect grooming habits.	Identify ways social changes may affect grooming habits (K)	Identify social changes that influence grooming habits.
Good health habits contribute to a pleasing personal appearance.	List practices to follow to promote good health (K)	Name factors involved in achieving good health. Examples: plenty of rest, balanced diet, daily exercise, cleanliness, regular visits to dentist and doctor, adequate water intake, and plenty of fresh air.
	Estimate the importance of following practices that promote good health (C)	Describe advantages of following good health practices. Example: plenty of rest aids in being alert and minimizing skin blemishes.
Body cleanliness contributes to good health and good looks.	Describe body processes that result in specific cleanliness needs (C)	Explain cleanliness needs which result from body processes. Example: perspiration causes odor and oiliness, skin collects dirt and bacteria, and pores become infected.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain procedures for maintaining body cleanliness (C)	Describe proper bathing procedures. Example: Lather entire body with soap, rinse thoroughly, dry quickly, and use dusting powder or body lotion and deodorant. Give examples of types of baths, such as shower, sponge, and tub. What products may be added to bath water? What are their purposes? Do they really work? Can these products be made at home? Example: epsom salts mixed with a few drops of cologne is an inexpensive water softener and skin conditioner which may be substituted for bath salts.
	Discover commercial products that facilitate the maintenance of body cleanliness (Ap)	Demonstrate the use of products which aid in maintaining body cleanliness. Prepare a chart showing various commercial products, their purposes, procedures for use, and prices.
Proper facial care enhances and preserves natural beauty.	Identify skin types (K)	Define skin types, such as normal, dry, oily, and combination.
	Explain procedures for properly caring for one's face (C)	Describe your facial skin type and proper ways to care for it. Share with class.
	Demonstrate steps in maintaining a clean face (Ap)	Participate in a "face care" laboratory and use proper procedures in caring for your face.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Makeup may be used to highlight desirable features and to camouflage undesirable features.	List complexion color classifications (K)	Refer to references to identify types of complexion coloring. Cite characteristics of each.
	Identify face shapes (K)	List basic face shapes, such as oval, round, square, oblong, pear-shaped, and diamond. Categorize face shapes of classmates. Compare your lists with classmates. Reconcile any differences.
	Identify guidelines for selecting and using makeup (K)	State guidelines for selecting and using makeup. Examples: use makeup to help your face appear more oval; select colors of makeup that will complement your eyes, hair, and skin; and choose makeup that matches your skin color.
	Interpret guidelines for selecting and using makeup (C)	Give examples of makeup and applications that enhance your complexion coloring and face shape. Share with the class. Summarize guidelines for selecting and using makeup appropriate for various face shapes and complexion colorings.
	Apply guidelines for selecting and using makeup (Ap)	Demonstrate appropriate selection and use of makeup for various occasions. Include the following types of makeup: foundation, rouge, powder, eyebrow color, eye shadow, eye liner, mascara, and lipstick.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: For FHA, observe a professional cosmetologist demonstrate proper makeup application. Listen to her comments on skin care and makeup purposes and application.
	Solve special skin problems (Ap)	Predict procedures that may help to solve specific skin problems. What present and future benefits may result from solving special skin problems?
	Analyze the quality of personal face-care habits (An)	Determine the quality of your skin care habits by answering the following questions: How regularly do you care for your face? What are the results of your skin care habits? What habits can be developed to improve your facial appearance?
Clean, healthy, attractive hair is essential for good grooming.	Cite characteristics of well-groomed, healthy hair (K)	List characteristics of healthy and well-groomed hair. Examples: clean and shiny; free of split ends; and free of dandruff, dry scalp, and excessive oil.
	Name hair-care procedures (K)	Cite procedures for proper hair care. Include: brush daily with a clean brush, shampoo frequently, and treat hair with a special rinse or shampoo if necessary.
	Explain the purposes of various hair care procedures (C)	Describe the importance and purposes of hair care procedures.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Apply procedures for proper hair care (Ap)	Demonstrate proper procedures for shampooing, brushing, and treating special hair problems.
One's hair style should complement one's face shape and personality.	Cite considerations for selecting a hair style (K)	Read selected references to identify factors to consider when selecting a hair style. Examples: shape of face, neck, profile, and prominent facial features; personality; available resources; and personal taste.
	Interpret considerations for selecting a hair style (C)	Consider hair styles suitable for each face shape. Explain reasons each hair style would enhance a specific face shape. Summarize reasons various hair styles are unsuitable for individual face shapes.
	Show suitable hair styles for oneself (Ap)	Discover hair styles becoming to you by experimenting with various styles suggested for your features.
Hand care and foot care involve similar procedures done on a regular basis.	Identify hand- and foot-care terms (K)	Read selected references to define manicure and pedicure.
	Explain the importance of hand and foot care in good grooming (C)	Explain the importance of manicures and pedicures. Examples: Hands are in sight most of the time and should look nice. Proper foot and toenail care plus correct footwear helps prevent possible abnormalities and malformations of feet.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	List supplies useful in proper care of hands and feet (K)	Name equipment and supplies useful for manicuring and pedicuring. State the use of each item. List the items essential for properly caring for hands and feet.
	Identify procedures necessary in caring for hands and feet (K)	Read selected references and list hand- and foot-care procedures. View a film or filmstrip showing procedures in caring for hands and feet.
	Explain the process of properly caring for hands and feet (C)	Explain reasons for each step in a manicure and pedicure. How often should each be done?
	Apply knowledge of proper hand and foot care (Ap)	Work in pairs to practice doing pedicures and manicures. Observe your partner as he gives himself a manicure and pedicure. Summarize the steps used by your partner for each process. What changes would you suggest to him? Reverse roles and give yourself a manicure and pedicure while being observed by your partner. Participants may elect to give each other a manicure or pedicure; however, no one should be pressured to do so. Coordinating Experience: Schedule a regular time for giving yourself manicures and pedicures. Follow the schedule for a period of time. Report to the class any changes in the appearance of your hands and feet.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Muscle control is required to achieve and maintain good posture.	Identify posture guidelines for sitting, standing, walking, and lifting (K)	Read selected references to define good posture. List guidelines for sitting, standing, walking, and lifting. Make a bulletin board using the silhouette of Venus to symbolize grace and beauty. Suggested title: "Grace Is to the Body as Good Sense Is to the Mind."
	Give examples of the observance and disregard of guidelines for good posture (C)	Summarize findings from observations or pictures of people who have exhibited good or poor posture when standing, sitting, and walking. Describe your impressions of persons with good or poor posture. How does good posture affect attractiveness of clothing?
	Demonstrate good posture for various activities (Ap)	Role play gracefulness and awkwardness when standing, sitting, walking, stooping, getting in and out of a car, and being seated in the middle of a partially filled row. Divide into groups. Select a group leader to show proper posture for an activity. Everyone in the group should follow the leader. Select another group member as the leader to show proper posture for another activity. Continue changing leaders until a number of activities have been practiced.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
A poised person demonstrates ease and dignity visually and vocally in social and professional situations.	Define poise (K)	Read selected references to state the meaning of poise. List the characteristics of of a poised person. Examples: sits, stands, and walks correctly; is at ease in various types of situations; and uses hands gracefully.
	Describe a poised person (C)	Explain situations in which you have observed poised persons. Why do you consider the persons to have exhibited poise? How did the persons appear and act? What effect did the poised persons have on the people around them?
	Demonstrate poise in various situations (Ap)	Observe demonstrations by class members showing poise and lack of poise in certain situations. Draw from a container a slip of paper that identifies a situation. Take turns role playing the situations for the class. Examples: someone accidently spilling a food on you, entering a room filled with people who you do not know, stumbling or falling down in a public place, being introduced to someone, eating while being watched, talking on the telephone, dropping books or purse, walking across a stage to accept an award, and shaking hands. (Note: Each situation may be labeled "show poise" or "show lack

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		of poise." Ask class members to suggest ways of exhibiting more poise in each situation. Do not be so sharply critical that someone's feelings are hurt. Relate appropriate dress to poise. Coordinating Experience: Discover procedures for improving your own poise in situations in which you have felt awkward on previous occasions. Work in pairs to practice procedures for improving poise. Practice standing, sitting, walking, turning, using hands, talking, and making introductions. Observe a resource person, such as a model, modeling school instructor, or airline hostess, demonstrate to class the use of poise and posture in various situations. Coordinating Experience: For FHA, apply standards of poise while modeling in a style show given for your class, school, or PTA. Coordinating Experience: For FHA, give a demonstration showing use of poise and good posture in various situations.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Exercise and good nutrition influence body shape.	Identify the effects of nutrition on body shape (K)	Read selected references to cite reasons for maintaining good eating habits, such as maintaining or achieving normal weight and providing energy for needed exercise.
	Recognize desirable weights for various body builds (K)	Refer to selected charts or references to identify suggested weight for individuals according to body height and body frame.
	Illustrate factors affecting body shape (C)	Describe briefly factors affecting body shape. Include heredity, eating habits, posture, and exercise.
	Describe ways one may alter body shape (C)	Discuss various factors influencing body shape. Examples: exercise, diet, heredity, and posture. Give examples of forms for recording effects on body shape of daily exercise over a period of time.
	Predict ways one may maintain or improve the shape of specific body areas (Ap)	Demonstrate exercises suggested in various references for specific figure problems. Interview resource persons to find out ways of maintaining or improving the shape of specific body areas. Share with class. Coordinating Experience: For FHA, invite a panel to discuss ways of improving body shape. Panel members may include a member of Weight Watchers, a P.E. teacher, a physical fitness expert, a school nurse, or a doctor.

CONCEPT: Construction of a Simple Garment

OVERALL OBJECTIVE: *Analyze equipment and techniques used in garment construction (An)*

Subconcepts and Generalizations	Behavioral Objectives	Evaluation and Learning Experiences
Sewing Equipment		
Selection, use, and care of sewing equipment influences the quality of work, the rate of construction, and the appearance of the finished product.	Identify types of sewing equipment (K)	Study basic categories of sewing equipment listed on a handout or transparency. View labeled pictures of a variety of sewing tools. Match each category with the equipment necessary for that task. Equipment categories may include tools for the following tasks: measuring, cutting, marking, pressing, and machine and hand sewing. Make a bulletin board to designate sewing equipment needed for your sewing project. Suggested titles: "Sewing Notions for Sewing Motions" and "What's Your Equipment Quota?"
Each seamstress must decide what sewing equipment is essential based on the type and amount of sewing she does.	List factors to consider in selecting basic sewing equipment (K)	Read selected references and cite factors to consider in selecting basic sewing equipment. Examples: cost, need, practical use, storage space available, and possibility of a substitute if an item is not available.
	Describe the functions of commonly used sewing equipment (C)	Select one item from a display of sewing equipment and explain its functions.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Play the game "Equipment Inquiry." Attach to the back of every class member a sheet of paper on which the name of a piece of sewing equipment is written. Although visible to the other class members, each individual cannot see the name of the sewing tool on his own back. By describing the functions of the tool, class members give each other clues to help each person identify the piece of equipment he represents. Set a time limit for identifying the object.
	Summarize procedures for using basic sewing tools (C)	Describe proper methods of using equipment by paraphrasing instructions accompanying sewing equipment.
Proficiency in the operation of the sewing machine makes sewing easier, more enjoyable, and more efficient.	Identify parts of the sewing machine (K)	Read selected references, or view transparencies or a filmstrip describing the parts of a sewing machine. List parts and locate each part on the sewing machine you will use in class.
	Explain the functions of various parts of a sewing machine (C)	Work in pairs to indicate various parts of a sewing machine and describe the functions of each to your partner.
	Describe procedures for using a sewing machine (C)	View filmstrips or charts which illustrate correct procedures for operating a sewing machine. Discuss procedures in class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate the correct use of a sewing machine (Ap)	Show skill in operating a sewing machine by performing the following tasks: fill the bobbin, thread the bobbin, insert a needle, thread the machine, stitch a straight line, use stitching guides, adjust the stitch regulator, and recognize good and poor tension. Demonstrate ability to use a sewing machine by completing a tote bag or a torn project, such as a skirt, a bookcover, or an apron.
Proper maintenance and care of a sewing machine prolongs its life and usefulness.	Cite guidelines for caring for a sewing machine (K)	View transparencies or read references to list guidelines for sewing machine care.
	Explain the importance of properly caring for a sewing machine (C)	Illustrate on a bulletin board the importance of proper sewing machine care. Suggested titles: "Have a Care--For Your Sewing Machine," or "Sewing Machine Care - What's In It for You?"
	Apply guidelines for sewing machine care (Ap)	Work in groups to demonstrate proper care and storage of the sewing machine. Practice proper care of the sewing machine you use in class throughout the construction unit.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Patterns		
Selecting a pattern that is appropriate for student skills increases satisfaction derived from clothing construction.	List factors to consider in selecting a pattern (K)	Identify factors to consider in selecting a pattern. Examples: sewing ability of student, amount of fabric needed, type of fabric needed, figure type, measurements of wearer, and construction techniques to be learned.
	Explain suitability of various patterns for the beginning seamstress (C)	Select from pattern books examples of patterns that would and would not be suitable for the beginning seamstress. Hints: fewer pieces indicate simpler garments; styles requiring careful fitting are more difficult; and construction techniques such as tucks, scallops, buttonholes, and points are more difficult.
	Explain characteristics of easy-to-sew patterns (C)	Refer to patterns provided by your teacher and give examples of characteristics of easy-to-sew patterns. Include easy-to-follow instructions, few pieces, simple construction techniques, and relatively short period of time required to construct the garment.
	Predict the degree of difficulty of various patterns (Ap)	Use pattern books to discover patterns showing different degrees of difficulty, such as suitable to the beginning seamstress, to the advanced seamstress, and for a tailoring project.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate ability to select a pattern appropriate for one's skills (Ap)	Identify your sewing skills. Relate your skills to characteristics of patterns you like. Show several patterns which are suited to your skills. Predict reasons some other patterns may be too difficult for a person with your abilities.
Accurate body measurements aid in selecting a pattern requiring minimum alterations.	Identify figure types for which patterns are available (K)	Refer to charts in pattern books, or to a wall chart, to list figure types for which patterns are made.
	Describe figure types (C)	Illustrate characteristics of figure types by making a bulletin board. Suggested titles: "Figure Your Pattern Type and Size" or "Size Yourself Up!"
	List measurements necessary for selecting patterns (K)	Consult charts in pattern books to identify body measurements that are necessary for selecting proper pattern size. Examples: bust, waist, hips, and back waist length. Cite the procedures for taking each of these measurements.
	Illustrate methods of taking body measurements (C)	Explain to the class how to take body measurements. Describe methods for taking measurements. Include points such as that accurate measurements may be taken when one is standing naturally and at ease, that the tape measure is adjusted snugly but not tightly, and that measurements should be taken over undergarments.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate ability to take accurate body measurements (Ap)	Work in pairs to take body measurements. Record each individual's body measurements on a card that can be kept for future use.
	Determine figure type and pattern size (An)	Use pattern size charts to determine the pattern type and size that best corresponds to your body measurements. Are there differences between your body measurements and the measurements for which the pattern was designed? What can be done about these discrepencies?
The pattern envelope provides information needed in purchasing pattern, fabric, and notions.	Cite information given on the front and back of a pattern envelope (K)	View sample pattern envelopes or transparencies depicting pattern envelopes. List kinds of information provided.
	Interpret information given on pattern envelope (C)	Examine a pattern envelope. Describe the functions and the meanings of information given.
	Solve problems based on information provided by a pattern envelope (Ap)	Use a pattern envelope to a) select a view, b) determine yardage according to your size, c) list notions needed to construct the garment, and d) list pattern pieces needed to make the view chosen. Record this information on a chart. Coordinating Experience: Select a pattern suitable for your figure and sewing skills. Determine the pattern pieces, fabric, and notions needed to make the view you chose.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fabrics and Notions		
Selection of fabric and notions is influenced by garment design and the individual's sewing ability.	Define natural and man-made fibers (K)	Read selected references and cite definitions of natural and man-made fibers.
	Give examples of natural and man-made fibers (C)	Observe samples of natural fibers and man-made fibers. Classify the following fibers as natural or man-made: cotton, wool, acetate, acrylics, nylon, polyester, and spandex.
Knowledge of fiber characteristics helps one to understand why certain natural and man-made fibers are used for some garments and blends may be more satisfactory for other garments.	List characteristics of natural and man-made fibers (K)	Refer to a chart to identify the characteristics of various fibers and fiber blends. Examples: care requirements, wearing comfort, durability, resiliency, absorbency, and hand.
	Give examples of uses of various fibers (C)	Describe garments in your wardrobe noting their fiber contents. Make a display of garments for various occasions which are made from various fibers.
Fiber content and finishes may influence the method used for preshrinking fabrics.	Identify methods of preshrinking fabrics (K)	Discuss the meaning of shrinkage. Study references to identify methods of preshrinking fabrics.
	Explain various methods for preshrinking fabrics (C)	Describe through class discussion methods of preshrinking fabrics. Examples: wash and dry, dip in basin of hot or cold water, steam with steam iron, and have dry cleaner steam press.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate procedures for preshrinking a selected fabric (Ap)	Divide into groups, with each group demonstrating to the class one method of preshrinking fabric. In what cases is each method appropriate? Inappropriate?
The beginner may find it easier to learn basic sewing techniques if an easy-to-handle fabric is selected.	Define fabric "hand" (K)	Read from selected references to discuss the meaning of fabric "hand." Examples: feel, drape, or handling qualities of a fabric.
	Describe the "hand" of various fabrics (C)	Select a fabric sample and discuss in class the feel, drapability, and handling qualities of the fabric.
	Identify woven fabrics (K)	Detect woven fabrics by viewing fabrics through a microscope or pick glass. Name common fabrics that are woven, such as broadcloth, corduroy, satin, and gingham.
		Examine a loom or an illustration of a loom to see how fabrics are woven. State the primary features of woven fabrics.
Fabrics which are closely woven on grain, are non-bulky, require no matching, and have no nap may promote success in a first sewing project.	List fabric designs suitable for the beginning seamstress (K)	View a fabric display to identify fabric designs suitable for the beginning seamstress.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Define grain as it applies to fabrics (K)	Read selected references to find a definition of grain. Recite the definition to the class.
	Describe fabrics that are on grain (C)	Find illustrations of fabrics that are on- and off-grain. Illustrate how to pull a fabric off grain and how to pull it to perfect grain. Summarize the differences between fabrics that are on and off grain.
	Describe fabrics that are printed off grain (C)	Pull a crosswise thread of a printed fabric to illustrate off grain printing. A T-square may be used to achieve right angles. What are characteristics of fabrics printed off grain?
	Show fabrics which are printed off grain (Ap)	Collect samples of fabrics that have been printed off grain. Demonstrate the hang or drape of fabrics printed off grain. Relate the results of using fabrics printed off grain to the effects of solid fabrics which are off grain.
	Relate grain-perfect fabrics to suitability for construction (Ap)	Predict the suitablity of specific fabrics for garment construction. How does the grain of the fabric affect its suitability for construction?
	Determine fabrics appropriate for beginning seamstresses (An)	Using a check list or fabric-analysis sheet, analyze fabrics at a fabric store to determine which ones are best for a

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		beginning seamstress. Point out characteristics of the fabrics that are desirable for beginning seamstresses.
Selection of notions based on garment style, proportions, and color will complement the back design of the garment.	List notions suggested on back of a pattern envelope (K)	Cite the notions recommended on pattern envelopes for various garments.
	Describe types and colors of various notions (C)	Collect notions and arrange a display area. Label unfamiliar notions with names, uses, and functions. List the types of notions available. Visit a notion department in a store to observe the variety of fasteners, trims, and threads. Find out the uses and purposes of specific items.
	Relate size and color of various notions to garment size and color (Ap)	Show thread, zipper, buttons, and other notions suggested on a pattern envelope which coordinate with specific fabrics. What is the importance of matching or coordinating notions with color of fabric? Demonstrate unsatisfactory coordination of notions and fabrics. Examples: heavy metal zipper and sheer fabric, unmatched thread, zipper too short or long for size, buttons out of proportion.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: Select fabric and notions suitable for the pattern chosen for your class sewing project.
Pattern Use		
Accurate use of a pattern influences the ease with which one learns to sew.	Identify the parts of a pattern (K)	Study a specific pattern to identify the parts of a pattern. State the purpose of each pattern part. Label each pattern piece with your name or initials.
	Define pattern construction symbols (K)	Look at your tissue pattern and identify the terms and symbols you find printed on the pattern. Study references to find the meaning of each term or symbol. Share with the class. Cite the meaning of each term identified.
	Interpret construction symbols (C)	Write pattern construction terms and draw symbols in the appropriate places on a blank pattern piece. Exchange with a class member. Translate the meaning of the terms and symbols written on the pattern piece. Check your interpretations with the classmate who labeled the pattern.
Proficiency in interpreting a pattern guide sheet aids in making clothing construction easier and more enjoyable.	Identify the purposes of a pattern guide sheet (K)	View a transparency or read selected references to list the information which may be obtained from the pattern guide sheet.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the importance of the pattern guide sheet (C)	Summarize reasons for using a guide sheet in clothing construction, such as saving time and energy. What problems may result from total dependence on a guide sheet? Example: fabric may be wasted from following some pattern layouts.
	Discover the appropriate pattern layout for a specific situation (Ap)	Use the fabric width and pattern size to find the pattern layout appropriate for variations of selected patterns. Choose and circle the pattern layout appropriate for your class sewing project. How would your choice have been affected if you were going to make a different view of the garment? If the fabric were a different width?
	Summarize steps in preparing a pattern for use (C)	Explain steps in preparing a pattern. Examples: pressing or smoothing, trimming, labeling, and altering pattern pieces if necessary.
	Prepare a pattern for use (Ap)	Demonstrate steps in preparing a pattern for use. In what instances would it be necessary to trim pattern pieces?
Proper pattern alterations and accurate placement, cutting, and marking contribute to a professional-looking garment.	Identify possible pattern alterations (K)	Name types of pattern alterations, such as lengthening, shortening, widening, narrowing, and adjusting darts.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain steps in making simple alterations (C)	Read from selected references and discuss basic steps in making pattern alterations. View sample pattern pieces which illustrate simple alterations.
	Demonstrate ability to alter a pattern (Ap)	Make the following alterations on sample or miniature pattern pieces: lengthening, shortening, changing darts, and increasing and decreasing waistline, bustline, and hipline.
The time one spends learning correct procedures for placing pattern pieces and for cutting and marking fabrics will save time in clothing construction.	List rules for placing and pinning pattern pieces on fabric (K)	View a filmstrip or demonstration of proper pattern layout and pinning. Record rules for placing and pinning pattern pieces on fabric.
	Illustrate correct placement and pinning of pattern pieces (C)	Give examples of pattern pieces which are correctly and incorrectly placed and pinned. Estimate the results of using an incorrectly placed pattern as a guide for cutting fabric.
	Demonstrate ability to place and pin pattern on fabric (Ap)	Follow the pattern layout directions to place and pin a pattern on fabric. Ask a classmate or the teacher to check your work.
	State rules for cutting out a garment (K)	Read selected references and list rules for cutting out a garment.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate rules for cutting out a garment (C)	Describe procedures for cutting out a garment. Examples: hold scissors properly; keep fabric flat; and cut in the direction of the grain and around notches. List on individual sheets of paper the rules for cutting out a garment. List other possible, yet incorrect, rules on additional pieces of paper. Take turns drawing from a container the various rules. State whether each rule is true or false and explain why. Put all of the "true's" in one list and the "false's" in another.
	Use correct procedures for cutting out a garment (Ap)	Demonstrate skill in cutting out a garment. Ask a classmate or the teacher to check your work.
	Identify reasons for transferring pattern markings to the fabric (K)	Read books, brochures, or other references and state reasons for marking pattern pieces. How important is accuracy in transferring markings from pattern to fabric?
Fabric color and type may influence the method used for marking.	List methods of marking fabrics (K)	Read selected references and identify ways to mark fabrics. Examples: chalk or tracing wheel and dressmaker's carbon. Cite factors to consider in choosing a method for marking fabric.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		View transparencies or a filmstrip depicting methods of marking fabrics.
	Illustrate methods of marking fabrics (C)	Summarize correct procedures for using each of the identified methods of marking pattern pieces. Give examples of marking methods suitable for specific fabrics.
	Demonstrate methods of marking fabrics (Ap)	Choose a marking method suitable for a specific fabric. Use correct marking techniques to transfer pattern markings to the fabric.
Management in Construction		
Management contributes to greater ease in sewing and higher quality results.	Define basic construction terms (K)	Read selected references and list common clothing-construction terms. Cite definitions for these terms.
	Explain the importance of knowing basic construction terms (C)	Give examples of situations illustrating the importance of knowing basic construction terms. Depict the situations by role playing, presenting skits, or drawing cartoons.
		Illustrate construction terms by labeling samples and displaying them on the bulletin board. Suggested titles: "Road Block: Construction Ahead," "Construction Ahead: Learn These Signs," and "Detour for Construction."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Unit construction contributes to organization, logical sequence, order, and sense of accomplishment.	Define unit method of construction (K)	Study references in order to cite the definition of and the procedure for the unit method of construction.
	Illustrate unit method of construction for various garments (C)	Give examples of sections of specific garments that should be treated as units in construction, such as skirt back, bodice front, sleeves, and collar. Review references which explain procedures for handling each unit. Examples: use left-to-right sewing procedure, pin for directional stitching, do like jobs together, and check machine before beginning to stitch. Summarize construction steps to be performed before joining one section of a garment to another.
	Describe how unit construction contributes to the efficient organization of work (C)	Explain how unit construction contributes to an organized way of working. Examples: a means of completing tasks in sequence; a feeling of order and accomplishment; and less handling of the fabric, thus preventing stretching, wrinkling, and soiling. How does unit construction affect quality? Work habits?
	Relate organization of work to unit method of construction (Ap)	Demonstrate the use of unit method of construction and the haphazard sequencing of construction steps. How do the two procedures differ in degree of organization? Time and energy required? How

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		does unit construction aid in setting and achieving high standards of management and quality products? Discover use of unit construction in the sewing instructions on pattern guide sheets. Show instances when unit construction is not used. Predict results of following pattern guide sheets when the unit method of construction is not used. What should one do when the guide sheet does not apply the unit method of construction?
	Apply management techniques to clothing construction (Ap)	Make a written plan for carrying out the unit method of construction and for organizing your work for a specific garment. Set standards which will contribute to a quality garment.
Accidents may be avoided by the observance of safety rules.	State safety rules to observe when constructing clothing (K)	Brainstorm in order to list safety precautions necessary for the sewing work area. Examples: keep sewing equipment in good condition and in place, keep hands out of the path of the sewing machine needle, and do not put pins or needles in your mouth.
	Describe safety rules (C)	Explain the importance of observing various safety precautions in the clothing laboratory. Illustrate on a bulletin

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		board, flannel board, or poster the observance and disregard of safety rules. Suggested titles: "What Is Your Safety I.Q.?" or "What's Wrong Here?"
	Use safety rules in the clothing laboratory (Ap)	Role play situations depicting problems or hazards that are likely to occur in the clothing laboratory. Show ways safety rules may be applied in these situations. Use appropriate safety precautions when sewing in the laboratory or at home.
Basic Construction Techniques		
The type of stitching used in constructing a garment affects its appearance, comfort, and durability.	Define machine stitching terminology (K)	Study construction terminology to match various kinds of stitches with their definitions. Examples: directional stitching, staystitching, understitching, backstitching, zigzag stitching, basting, and regulation of stitch length and tension.
	Explain the purpose of each type of stitching (C)	Read selected references or view filmstrip or slides to interpret the reasons for using each type of stitching. Discuss in class.
	Demonstrate each type of stitching (Ap)	Show skill in using each type of machine stitching studied in constructing a small project. Predict the type of stitches that will be appropriate in construction of a specific garment. Apply your stitching skill while working on a clothing construction project.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the importance of regulating stitch length and tension (C)	Summarize the importance of regulating stitch length and tension. Give examples of correct and incorrect stitch length and tension. Estimate the immediate and long term effects of correct and incorrect regulation of stitch length and tension.
	Interpret procedures for regulating stitch length and tension (C)	Review references on machine stitching to describe procedures for regulating stitch length and tension. Explain factors to consider in selecting correct stitch length and tension for specific situations.
		Work in groups to make posters giving step-by-step instructions for selecting and regulating stitch length and tension.
	Demonstrate correct stitching techniques (Ap)	Apply knowledge of procedures for regulating stitch length and tension to show correct stitching techniques for specific fabrics.
Basting garment pieces together before stitching them aids in making adjustments when fitting the garment.	Cite various methods of basting (K)	Study references and examine samples to identify the types of basting. Include machine basting, pin basting, and hand basting. List the steps in garment construction likely to require each type of basting.. State the procedures in performing each type of basting.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe uses of various types of basting (C)	Illustrate on your garment where various types of basting may be used. What purpose will the basting serve? Explain factors to consider in deciding when and where various types of basting are necessary for garment construction.
	Demonstrate hand and machine basting (Ap)	Apply the techniques of the various types of basting in the process of constructing a specific garment. Discover the importance of basting in garment construction.
Darts, pleats, and gathers are construction details which serve the purpose of controlling fullness and giving shape to a garment.	Cite ways of controlling fullness in a garment (K)	List ways of controlling fullness in garment construction. Examples: gathers, pleats, and darts. Investigate resources to define each of these methods.
	Illustrate methods of of controlling fullness in a garment (C)	Refer to pattern books or fashion magazines to find examples of controlling fullness in garments. Share findings with class.
	Describe the purpose of darts (C)	List the curved areas of the garment which usually require darts, such as bust, hips, elbows, waist, and shoulders. Work in pairs to illustrate various dart locations in classmates' clothing and explain the purpose of the darts.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Dart stitching should be shaped to a point in a long, gradual line and pressed before joining seams.	Identify procedures for constructing and pressing darts (K)	View a film loop or read selected references to list the procedures for construction and pressing darts.
	Interpret procedures for constructing and pressing darts (C)	Explain procedures for folding, pinning, and stitching darts. Illustrate the appropriate methods for pressing various kinds of darts. How will the position of a dart in a garment affect the direction in which it is pressed?
		Look at examples of darts and interpret the results of good and poor construction and pressing techniques. Explain the procedures which may have caused the poor results. How may they be corrected?
	Construct darts in garment pieces (Ap)	Prepare darts in a garment by folding, pinning, and stitching directionally.
	Show pressing techniques for darts (Ap)	Demonstrate appropriate pressing techniques for various types of darts. Show procedures that would be appropriate for pressing darts in a specific garment.
	Analyze construction techniques for darts (An)	Determine the quality of the construction and pressing of darts in a specific garment. Point out desirable and undesirable characteristics of the finished darts. Point out changes in construction or pressing techniques which may improve the appearance of the darts.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Seams which are accurately constructed and seam finishes which are appropriate for the garment contribute to a neat finished appearance.	List seams and seam finishes necessary for simple garments (K)	View film loops to identify various seams on specific garments. Note that the purpose of these seams is to hold the sections of the garment together. Read selected references to cite and define types of seam finishes commonly used in simple garments. State reasons seam finishes are applied to garment seam allowances. List procedures for applying each of the seam finishes cited.
	Illustrate seams and seam finishes (C)	Work in groups to examine seams and seam finishes used in garments. Describe the type of seam and the seam finish applied to each. Discuss the types of seams and seam finishes appropriate for specific garments and fabrics.
	Construct seams and seam finishes (Ap)	Apply suitable seam finishes to garment constructed as class or home project.
A facing gives a shaped, smooth finish to an edge.	Identify facings (K)	Study diagrams and information in references on types of facings. Label types of facings with their respective names. Match the types of facings with their most common uses in garment construction. Example: shaped or fitted facings around armholes.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Look at types of facing used on garments worn by members of your class. Categorize each facing type. Name garment areas commonly faced.
	Explain procedures for applying facings (C)	View film loops and summarize the procedures for applying various types of facings. What factors influence the type of facing to be applied? Describe the purposes of facings.
Clean finishing facing edges is one method which may be used satisfactorily on most light to medium-weight fabrics suitable for beginning seamstresses.	Identify clean finishing (K)	Record a definition of clean finishing. State the purpose of clean finishing.
	Illustrate a clean finished edge (C)	View examples of various finished edges on facings of garments. Examine those that are clean finished, and describe the procedure used.
	Demonstrate the construction and application of garment facings (Ap)	Use the unit method of construction and the garment pattern guide sheet as a reference to construct and apply a facing. Include the following procedures: staystitching, joining seams, trimming seams, pressing seams, and clean finishing. Complete all facings for a specific garment using the unit method of construction.
	Demonstrate trimming, grading, clipping, and pressing facing seam allowances (Ap)	Show facing seams that have been trimmed and clipped in order to prevent bulk and to lie smoothly. Prepare facing seams by trimming and clipping. Press seam allowances toward the facing.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Understitching keeps the facing from rolling to the outside of the garment.	Define understitching (K)	Read references and write a definition for understitching. List steps for understitching a facing.
	Describe the importance of understitching (C)	Explain the functions or importance of understitching, such as to help hold facing in place and keep facing from rolling to the outside. Illustrate the steps for understitching a facing following diagrams in reference books for pattern guide sheets or viewing film loops.
	Apply understitching to facing edge (Ap)	Use correct procedure for understitching facing.
Collar styles are determined by characteristics such as width, shape of outside edge, neckline shape, and roll.	Name various styles of collars (K)	Refer to pattern books for pictures and read selected references to obtain guidelines for identifying types of collars found on garments. Examples: shaped, rolled, and notched.
	Identify a well-made collar (K)	List on a chalkboard characteristics of a well-made collar. Examples: bias smooth, wrinkle free, and facing not visible.
	List steps in constructing a simple collar (C)	View a bulletin board depicting simple collars suitable for beginning seamstresses. Read pattern guide sheet and identify steps in constructing a simple collar.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate steps in constructing a simple collar (C)	View film loops and explain steps in collar construction. Examples: sew collar, grade and clip seams, understitch the under collar.
	Construct a simple collar (Ap)	Use the unit method of construction and pattern guide sheet as a reference to construct a collar for a garment.
	Illustrate finishing the neckline by attaching the collar and facing (C)	Study pattern guide sheet to interpret proper application of a collar to the neckline. Explain in your own words the steps of applying a collar to a garment.
	Apply a collar to a garment (Ap)	Use information obtained from the guide sheet to attach a collar to the garment.
Sleeves may be set-in or cut-in.	Name types of sleeves (K)	Refer to pattern books or garments worn by classmates to identify types of sleeves, such as set-in and cut-in.
	Illustrate steps in constructing a simple sleeve (C)	Refer to guide sheets or resource materials and explain various methods for simple cut-in and set-in sleeves. Discuss your findings with the class.
		Illustrate the step-by-step procedures for constructing a simple set-in sleeve by observing each step and explaining it as the teacher gives a demonstration.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Apply a set-in sleeve to a garment (Ap)	Use the unit method of construction and the pattern guide sheet for applying simple set-in sleeves.
Zippers are applied at close fitting points of garments to facilitate dressing.	Name the parts of the zipper (K)	Refer to information contained on zipper packages or selected references to identify various parts of a zipper, such as the top stop, slider pull tab, tape, guide line, chain, teeth or coil, and bottom stop.
Zippers are available in different sizes and lengths and are made with snythetic coils as well as with metal teeth.	Identify the various zipper types (K)	Examine garments and list different kinds of zippers observed. Examples: skirt, neckline, dress, trouser, and separating or jacket zippers.
	Cite characteristics of the zipper attachment (K)	Identify characteristics of zipper foot by examining the attachment.
	Summarize types of zipper applications (C)	Give examples of zipper applications most frequently used, such as lapped, centered, and invisible.
	Explain lapped and centered zipper application (C)	View film loop or read pattern guide sheet or zipper package and describe the step-by-step lapped or centered zipper application technique to be used in a garment.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate zipper application (Ap)	Apply a zipper to a garment to gain skill in zipper application.
A waistband and the waistline seam of garments should be reinforced to prevent stretching during wear.	List steps in making a waistband (K)	View a film loop or read references in order to identify the steps in making a waistband.
	Explain the purpose of reinforcing a waistband or waistline seam (C)	Summarize on the chalkboard reasons for reinforcing a waistband, such as giving body to the band, holding its shape, helping prevent stretching and rolling.
	Apply a waistband to a garment (Ap)	Construct a waistband according to a pattern guide sheet or handout. Demonstrate ability to apply a waistband to a garment.
An appropriate hem is inconspicuous, even in width, and true in line.	Identify various terms associated with hems (K)	Study pamphlets or other references to define terms associated with hems. Examples: hemline, straight, flared, gored, and circular skirt hems; seam tape; hem width; and inconspicuous hem.
	Cite steps in hemming (K)	Read a handout sheet or other references to list steps in making a hem.
	Explain procedures for hemming a garment (C)	Describe orally to the class techniques for turning up a measured hem.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain ways of finishing the raw edge of hems (C)	View film loops and examine hems in garments worn by class-members. Describe orally the types of finishes applied to raw edges, such as clean finish, pink and machine stitch, seam binding, and zigzag.
	Demonstrate types of hemming stitches (Ap)	Observe illustrations of hemming stitches. Apply a hemming stitch to a garment.
Properly applied fasteners enhance the appearance of the garment.	Define closure and fastener (K)	Study references to find the meaning of closures and fasteners. Share with class.
	Illustrate various closures and fasteners (C)	Give examples of types of fasteners and closures found in classmates' clothing.
	Show specific fasteners used for closing various parts of garments (Ap)	Make a chart listing garment closures and types of fasteners. Check the types of fasteners which may be used for each closing.
	Describe various stitches for securing hooks, eyes, and snaps (C)	Find examples of appropriate procedures for sewing hooks, eyes, and snaps. Describe procedures in your own words.
	Apply hooks, eyes, and snaps to a garment (Ap)	Attach hooks, eyes, and snaps to garments. Use techniques studied in class.
	Demonstrate sewing on various types of buttons (Ap)	Discover techniques used for sewing on various types of buttons, such as shank and sew-through buttons. Use techniques and practice sewing on buttons of various types.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Construct machine-worked buttonholes (Ap)	Follow directions given in buttonhole attachment manual or zigzag machine manual in order to make buttonholes in a garment.
Garment decorations may be influenced by the fabric used, pattern chosen, and individual personality.	List various trims (K)	Identify various types of trim. Share with the class.
	Give examples of trims appropriate for simple garments (C)	Make a bulletin board illustrating simple types of trims shown on garments for several occasions. Suggested title: "The Mark of a Creative Seamstress." Lettering may be done in braid or rickrack. Arrows may point to illustrations of each trim shown in pictures or patterns.
	Show how to apply various trims (Ap)	Refer to selected references or instructions purchased with trim to demonstrate applying trims to various garments.
	Determine trims appropriate for given garments (An)	Analyze garments to determine trims appropriate for various items of clothing. Examples: swimwear--cotton fringe or pom poms; jeans--appliques; and school dress--rickrack.
Pockets and belts may be useful, decorative, and give a professional touch.	Identify various types of pockets (K)	View pictures or garments which have various types of pockets. Name each type.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate steps for applying simple pockets to a garment (C)	View film loops or diagrams and describe the procedures for constructing and applying seam and patch pockets.
	Apply pockets to a garment (Ap)	Demonstrate ability to construct and apply simple pockets to a garment. Use the unit method of construction.
Belts may be attractive as well as functional.	Identify belts which may be constructed by the beginning seamstress (K)	View a bulletin board depicting types of belts appropriate for various garments. Indicate the belts that may be made by a beginning seamstress.
	Summarize steps for making simple belts (C)	View film loops or other references which illustrate procedures for making simple belts such as tie belts. Explain procedures in your own words.
	Construct a simple belt (Ap)	Apply the steps of making a belt which is appropriate for a specific garment. Prepare a display of all the belts made by class members.
Fitting		
A well-fitted garment follows the contours of the body, is free from diagonal wrinkles, and hangs straight.	State principles of good fit (K)	View a filmstrip or read selected references and list principles of a good fit.
	Describe garment areas to examine when fitting (C)	Illustrate on a bulletin board garment areas to observe when fitting various garments. Suggested title: "The Art of Fitting."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Summarize procedures for fitting garments (C)	Explain procedures for fitting garments at various times during construction. Examples: First fitting--baste garment together, pin shut any openings, fit lengthwise seams, and check for comfort of fit. Second fitting - check neckline and armhole fit and measure hem.
	Demonstrate procedures for fitting garments during construction (Ap)	Work with a partner to use proper procedures for fitting garment.
	Analyze the fit of various garments (An)	Distinguish between good and poor fit of ready-made garments. Make suggestions for improving a poorly fitting garment. Carry out the suggestions and check the fit again.
	Propose guidelines for fitting garments (S)	Work in groups to develop a check list for fitting a specific garment. Share check lists with the class.
	Evaluate fit of garments (E)	View slides of completed garments and judge their fit. Appraise any fitting problems you see, and make recommendations for their improvement.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Pressing		
Fabric influences the equipment, technique, and amount of pressing required during construction.	Identify various pieces of pressing equipment (K)	List items of equipment used for pressing and state the purpose of each. Examples: iron, ironing board, tailor's ham, point presser, sleeve board, and press cloth.
	Explain the purposes of various pieces of pressing equipment (C)	Illustrate purposes of various pieces of pressing equipment by selecting one piece of equipment and describing its uses to the class.
	Describe the techniques involved in using pressing equipment (C)	View a filmstrip or read selected references and report to the class on techniques of using selected pieces of pressing equipment.
	Demonstrate techniques involved in pressing (Ap)	Show skill in pressing techniques by pressing a garment.
Pressing construction details as you sew aids in fitting the garment, minimizes final pressing, and helps to achieve a professional appearance.	List construction details to be pressed during construction (K)	Consult selected references and cite details that should be pressed during construction. Examples: press darts, seams, eased areas, and enclosed seams.
	Estimate the importance of pressing as you sew (C)	Describe when you would press construction details, such as seams, eased areas, and enclosed seams.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Define final pressing (K)	Read references and state a definition of final pressing. Example: Final pressing is the finishing touch to a well-made garment.
	Explain the purposes of final pressing (C)	Summarize information on final pressing by answering the following questions: What areas of a garment usually require final pressing? Why is final pressing necessary? What are the purposes of final pressing?
	Relate pressing during construction to final pressing (Ap)	Look at several garments. Discover which of the garments have been pressed during construction and which ones have been pressed only after the garment was completed.

CONCEPT: Relating Clothing and Textiles to Career and Job Opportunities

OVERALL OBJECTIVE: *Discover job opportunities related to clothing and the personal qualities that contribute to employability in these occupations (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Entry Level Job Opportunities For Teen-Agers		
Working at an entry level job may give a teen-ager work experience and insights that may aid in career decisions.	Cite entry level clothing-related occupations (K)	Brainstorm in order to list entry level clothing-related occupations, such as salesperson, alteration assistant, laundry attendant, clothing assistant in a dry cleaning establishment, custom dressmaker, and industrial seamstress. View a bulletin board depicting clothing-related occupations. Suggested title: "What Are You Cut Out to Be?"
	List tasks an entry level employee in a clothing-related occupation would perform on a job (K)	Refer to selected references, filmstrips, or other illustrative materials to identify tasks associated with clothing-related occupations.
	Explain tasks a clothing-related employee may be expected to perform (C)	Tape an interview with a person in your community who is employed in a entry-level clothing-related occupation. Describe the working conditions, salary or wages, work schedule, opportunities for advancement, tasks, and type of preparation or special training required.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate a skill contributing to employability in clothing-related occupations (Ap)	Select a skill, such as knitting, macrame, crocheting, hooking rugs, or removing stains from garments and demonstrate it to the class. How would acquisition of such skills aid in employability in clothing-related occupations?
	Determine clothing-related occupations suited to one's abilities (An)	List your abilities in the area of clothing and textiles. Relate your abilities to the tasks required by specific jobs. Based on your abilities, outline the advantages and disadvantages of obtaining a job related to clothing.
	Plan ways to develop clothing-related skills (S)	Coordinating Experience: Select a clothing-related skill which you would like to develop. Devise a plan for developing the skill. Teach the skill to a group, such as Brownies or Campfire girls.
Qualities Contributing to Employability		
Application of the knowledge of qualities that contribute to employability may aid in preparing for a clothing career.	List qualities that contribute to employability in the field of clothing (K)	Refer to selected references or view a filmstrip, and list qualities which make one employable in the field of clothing. Examples: sewing skill, attractive appearance, aesthetic appreciation, sensitivity to principles of design, creativity, enthusiasm, reliability, congeniality, good health, industry, and a good memory.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain how various qualities contribute to employability in the field of clothing (C)	Ask a resource person to describe how various qualities contribute to employability. Critique the speaker's main points. Suggested resource persons: HECE teacher, supervisor of clothing factory, department store manager, or an HECE employer.
	Relate personal qualities to those needed by employees in clothing-related jobs (Ap)	Role play situations dealing with qualities that make a person employable and those which may hinder employability.

Homemaking II

CONCEPT: Management and Consumer Aspects of Clothing

OVERALL OBJECTIVE: *Develop family clothing plans (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Individual and Family Clothing Decisions		
Thoughtful decision-making in relation to clothing may contribute to satisfactory clothing selections.	Describe factors influencing clothing decisions (C)	Explain reasons individuals may select particular items of clothing. Examples: need, desire, mobility of family, family pressures, community and social pressures, personality, physical traits, time available for selection, stage in life cycle, values, attitudes, and shopping facilities. Discuss your ideas in class.
	Demonstrate appropriate clothing decisions in specific situations (Ap)	Bring to class or describe a garment that is "perfectly good" but that you never wear. Discover the reasons for your failure to wear it. List reasons given by all class members for failure to wear a "good garment." How does a person avoid purchasing clothing he will soon cease to wear? Discuss clothing decisions which were appropriate for specific situations.
	Analyze clothing decisions (An)	Read case studies describing clothing decisions. Point out factors affecting the decisions. Determine the appropriateness of each decision. Suggest alternatives that would be equally as appropriate as those mentioned in the case studies.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Wardrobe Planning		
Resource management, budgeting, and skillful buying contribute to a complete and an attractive wardrobe.	Identify resources that may be helpful in wardrobe planning (K)	Read selected reference books and current newspapers, and list resources helpful for wardrobe planning. Examples: money; knowledge of budgeting; time; ability to construct clothing; energy; physical assets, such as a good figure and clear skin; knowledge of fabric care and proper fit and services available for clothing care.
	Describe the influence of various resources in wardrobe planning (C)	Explain ways specific resources influence wardrobe planning. Illustrate in a short story how these resources affect your wardrobe plans.
	Predict the effects of skillful management of available resources in wardrobe planning (Ap)	Debate the following statement: "Skillful management of available resources in wardrobe planning provides satisfactory results." What pros and cons were identified? How valid was each?
	Point out resources available for use in wardrobe planning in specific situations (An)	Divide into groups to discuss resources available for wardrobe planning in specific situations. Examples: A girl in your school loses all her clothing in a disaster. What resources might be available for the girl to use in meeting her minimum wardrobe needs? What is the minimum amount of money she would need

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		in order to acquire a basic wardrobe? Determine major clothing items to be purchased, and outline their costs. Use catalogs for cost references. How would other items be supplied? What resources would be utilized?
A clothing budget may help a family achieve goals in keeping with resources.	Identify considerations in forming a family clothing budget (K)	Read pamphlets or view a filmstrip in order to discover factors to consider when making a clothing spending plan. Examples: available resources; wardrobe needs; existing plans; previous expenditures; and number, ages, activities, values, and attitudes of famly members.
	Describe steps in formulating a clothing budget (C)	Describe procedures for making a family clothing budget. Review a case study in order to discover how a family's allotted funds for clothing expenditures may be budgeted to meet the needs of family members. How can unexpected or emergency clothing needs be met?
	Show the effects of following a clothing budget in wardrobe planning (Ap)	Interview homemakers who follow clothing budgets. Prepare questions to ask during the interview. Examples: Why follow a budget? How much time is spent on planning the budget? Who plans it? What are some problems that the budget helps to solve? Share your findings with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Clothing budgets vary according to individual values, needs, and resources.	Analyze clothing budgets in specific situations (An)	Read a case study of a family using a clothing budget. Outline ways the budget is providing for the family's clothing needs. How may the spending plan be changed in order to meet further needs indicated in the study? Role play situations depicting families with clothing budgeting problems, and determine several solutions to the clothing problems. Examples: 1) A girl asks for money to buy a swimsuit and cover-up, but her father says she cannot have it. 2) A girl wants a lounge ensemble to wear to a slumber party, but her mother says she does not need it and that she can wear something she already has. 3) A girl wants a new formal, and her sister needs a new coat. 4) A boy wants to rent a tuxedo for the prom, but his parents want him to buy a new suit.
	Compile a list of general considerations affecting spending for clothes which may help in formulating a workable clothing budget (S)	Invite a fashion buyer from a department store to discuss factors affecting clothing buying practices. Formulate a class list of considerations which may help in planning a workable clothing budget.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Propose wardrobe plans which fit one's clothing budget (S)	Coordinating Experience: Plan a clothing budget for one season based on a specific amount of money. Use catalogs, newspaper ads, shopping trips, and the telephone in order to obtain necessary consumer information. Consider present wardrobe, and plan purchases, renovations, and construction of garments for one member of the family.
Buying skills affect wardrobe quality and quantity.	Explain how buying skills may aid in obtaining maximum value from the clothing dollar (C)	List buying skills. Describe situations which illustrate that buying skills contribute to higher quality items or more items in a wardrobe. Example: A person avoids dry cleaning bills by selecting clothing or fabric which is washable.
	Demonstrate clothing buying skills (Ap)	Read a case study which describes a situation requiring the purchase of a new outfit. Using buying skills, select clothing items which would be suitable for the situation. Give reasons for your decisions.
	Point out differences between ready-made garments of the same type in various price ranges (An)	Determine variations, such as size, quality of fabric and trim, and construction of ready-made garments of the same type in different price ranges.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Clothing Care		
Clothing care may be successfully accomplished in a systematic way.	Name home clothing care tasks (K)	List clothing care tasks which may be performed at home, such as mending and laundering.
	Describe factors influencing garment care (C)	Describe factors influencing the care required for specific garments. Consider fiber content, colorfastness, resistance to insects, finish, decorative trim, and care facilities available. Prepare an exhibit or bulletin board depicting garment care requirements. Suggested title: "Know Your Fibers--Know What to Expect."
Use of appropriate laundry procedures may lengthen the life of a garment.	Outline laundry procedures (C)	Illustrate on a chart the steps involved in laundering garments. Post the chart above the laundry facilities or on the bulletin board.
	Relate appropriate laundry procedures to various types of garments and fabrics (Ap)	Work in groups to demonstrate to the class correct procedures for laundering a specific fabric type. Include permanent press garments, work clothes, lingerie, and synthetics.
	Show how to use and care for laundry equipment and supplies (Ap)	Work in groups, and prepare demonstrations of the use of clothing care equipment. Examples: 1) Sort clothes and indicate washing machine settings appropriate for each load. Demonstrate procedures for loading the washer and adding

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		detergent, bleach, and fabric softener. Explain the cycles and the amount of time required for each. Show how to care for the washer. 2) Select appropriate settings on the dryer for specific clothes. Show how to load, set, and care for the dryer. 3) Select appropriate settings on the iron for specific fabrics. Demonstrate how to fill a steam iron and how to care for it. 4) Show how to adjust the height of an ironing board. Demonstrate proper use and care of ironing board covers and pads.
Knowledge of dry-cleaning procedures may aid in selecting a satisfactory cleaning establishment.	Describe procedures used in dry-cleaning garments (C)	Invite a representative from a dry-cleaning establishment to discuss procedures used in dry-cleaning and their approximate costs. List various cleaning procedures used by dry-cleaning establishments.
	Discover reasons for the costs of dry cleaning specific garments (Ap)	Visit a dry-cleaning establishment in order to observe procedures used in dry-cleaning garments. Discuss observations in class. Note prices for dry cleaning various garments. Why do costs vary according to the garment being cleaned?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Use a coin-operated dry-cleaning machine (Ap)	Prepare garments for dry cleaning in a coin-operated machine. Include the following procedures: removing decorative details, such as metal buttons and buckles; spot clean; and separating pure white garments from dark garments. Operate a dry-cleaning machine.
	Analyze dry-cleaning methods (An)	Point out the advantages and disadvantages of coin-operated and professional dry cleaning. Advantages of coin-operated dry cleaning may include: economy in time and money. Disadvantages may include: less satisfactory cleaning, possible wrinkles, and residual odors in garments.
Developing personal habits in the daily and occasional care of clothing may save money and simplify good grooming.	Plan daily, weekly, and seasonal care of clothes (S)	Coordinating Experience: Develop a schedule for clothing care. Include care activities you plan daily, weekly, and seasonally; plan time to carry out routine activities and time for special care of specific garments.
	Compare the cost and appearance of cleaning clothes in a coin-operated dry-cleaning machine and at a traditional dry cleaning shop (E)	Weigh a number of garments that together equal eight pounds (the usual maximum allowable in a coin-operated dry-cleaning machine). Compare the price of dry-cleaning these in a coin-operated estabment, with the cost of dry-cleaning them in a traditional dry cleaning establishment. Considering cost and results, which do you think is more economical?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Would your opinion vary according to the garments which needed to be cleaned? Why?
Safe habits in clothing care may prevent accidents.	Illustrate safety habits to observe when caring for clothes (C)	Outline safety habits which should be observed when caring for clothes. Examples: storing laundry and stain removal products out of reach of children; never using flammable products near fire, heat or electrical equipment; working in well-ventilated areas; reading instructions before operating equipment; and if equipment is not in working order, calling a repairman.
	Demonstrate safety precautions in clothing care (Ap)	Role play situations in which safety precautions are necessary in clothing care. Show good safety habits in the skits.
Grooming and Clothing Selection		
Grooming and clothing selection reflect one's individuality and values.	Summarize expressions of individuality in grooming and clothing selection (C)	Give examples of ways that individuality is expressed in grooming and clothing selection. Examples: Accessorizing a basic dress in different ways may show individuality. Selecting a garment according to your figure and personal taste rather than the current fad may result in good grooming.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate personal satisfaction to the expression of individuality in grooming and clothing (Ap)	Discover satisfactions gained from expressing your individuality through clothing by wearing a favorite garment to school. Give reasons it is suited for you.
There is adventure and satisfaction in finding and using new ways to express one's individuality.	Point out ways individuality may be expressed through grooming and clothing selection in specific situations (An)	Think of a person at school who looks "just right" most of the time. In group discussions determine ways in which this person has expressed individuality in grooming and clothing selection. Coordinating Experience: Start an idea book of pictures illustrating ways you might express your own individuality through clothing. Determine which clothing items would be complementary to your figure and personal appearance. Coordinating Experience: For FHA, participate in an idea sharing session on ways to express one's individuality through clothing. Members may bring examples or demonstrate techniques involved where appropriate.
The elements and principles of design are valuable tools in using makeup and in selecting clothing.	Give examples of elements and principles of design in specific clothing and grooming situations (C)	Illustrate effects of using the elements and principles of design in grooming and in clothing selection. Cut pictures or illustrations from magazines or catalogs, and label each according to the elements and principles that are most emphasized.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Apply the elements and principles of design to grooming and clothing selection (Ap)	Observe pattern book illustrations or garments in which one design element or principle is clearly represented or emphasized. Discuss ways you could use the ideas presented in the illustrations to improve your appearance. Demonstrate the use of elements and principles of design in personal grooming and clothing. Example: If you have pretty eyes, experiment with makeup to find ways of emphasizing them.
	Determine appropriate application of elements and principles of design in specific situations (An)	Analyze several garments, and classify them as good or poor designs. Give reasons for your decisions. Examine illustrations showing the use of makeup. Point out those which are most appealing; give reasons for your selections. Coordinating Experience: Analyze garments in your wardrobe according to the elements and principles of design. Which garments are most suited to your figure? Which ones make appropriate use of the elements and principles of design?
Clothing selection may be influenced by social expectations, self-image, and goals.	Identify the roles of values and judgment in grooming and clothing selection (K)	View a filmstrip, slides, or transparencies which introduce various values and judgments involved in grooming and clothing selection. List the roles of values and judgment in clothing selection.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate the roles of values and judgment in grooming and clothing selection (C)	Explain how one's selections of clothing are influenced by what he believes society expects of him (based on experiences and observations); what he perceives his self-image to be; and what his immediate goals are. Example: Discuss how a girl would select a dress for a beauty contest when her immediate goal is to be the winner, her self-image is that of being the prettiest girl in town, and community expectations are that she will outshine all other contestants.
	Discover the roles of values and judgment in specific grooming and clothing situations (Ap)	Work in groups, and prepare a story which shows that a person's values and judgment are revealed through grooming and clothing selections. Example: Mary rarely washes her hair and wears wrinkled dresses and dirty shoes. She is showing that she does not value a neat appearance, lacks self-respect, does not care what others think about her, or is physically or mentally exhausted.
People want to wear clothing which is acceptable to their peers.	State the influence of trends and fashions on grooming and clothing selection (K)	Consult selected references in order to identify ways trends and fashions influence clothing selection.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe current grooming and clothing trends and fashions (C)	Invite several adults of various ages to discuss trends in grooming and clothing that were current during their youth. Summarize trends in grooming and clothing that are current in your peer group.
	Apply knowledge of trends and fashions to grooming and clothing selection (Ap)	Show current fashions that you would wear. Read current fashion magazines. Divide into groups and demonstrate new or current methods of applying makeup or styling hair.
	Determine the influence of trends and fashions in specific grooming and clothing selection situations (An)	Select magazine pictures of one or two costumes that you would wear and one or two you would not wear. Point out reasons for your decisions. Do the concepts of "fad" or "fashion" enter into your reasoning? Peer approval? Your personal figure type and coloring? Which considerations are the most influential?

CONCEPT: Skills in Clothing Construction

OVERALL OBJECTIVE: *Demonstrate proficiency in garment construction (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Patterns		
An individual's choice of patterns may be influenced by personal characteristics, abilities, and resources.	Name factors influencing pattern selection (K)	Participate in a group discussion, reviewing factors influencing pattern selection. Examples: age, figure characteristics, fashion, personal taste, sewing ability, and available supplies and equipment.
	Discover the importance of matching difficulty of patterns with sewing ability (C)	Give examples of garments that you or others have attempted to make that were too difficult, too simple, or inappropriate. What were the outcomes? What general recommendation could be made concerning coordinating pattern difficulty with sewing ability?
	Demonstrate pattern selections appropriate to individual sewing ability (Ap)	Show illustrations of patterns appropriate to your sewing ability. Share with the class, and explain why these patterns are appropriate. What new skills may you wish to acquire in your class sewing project?
Accurate body measurements aid in pattern selection.	Illustrate procedures for taking body measurements (C)	Review the correct procedures for taking body measurements to determine figure type and pattern size.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate ability to take proper body measurements for pattern selection (Ap)	Work in pairs, and use correct procedures to take the following body measurements for your partner: bust, waist, hip, and back waist length. Why should you be accurate in measuring?
Figure types are based on the degree of figure development or maturity, and height.	Relate body measurements to selection of appropriate pattern (Ap)	Use a wall chart or the chart in a pattern book in order to discover the appropriate pattern type and size for your figure and body measurements. How should the conflict be resolved if a pattern type and size is different from that you have worn before?
	Determine personal figure type (An)	Examine pattern categories, including young junior, teen, junior petite, junior, miss petite, misses, half-size, women's. What figure characteristics fit each category? Outline your figure characteristics, and point out your figure type based on pattern categories.
Satisfactory results are more likely when pattern and fabric are carefully coordinated.	Describe the influence of fabric preference on pattern selection (C)	Illustrate the influence of fabric preference on pattern selection by choosing pattern pictures and fabric samples that do not complement each other. Examples: large prints that prevent you from seeing construction details, or soft clinging fabrics not suitable for crisp pleats. Display your illustrations.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fabric and pattern selections should not only enhance each other but express an individual's taste and style.	Show suitable combinations of garment design and fabric (Ap)	Prepare a display of fabrics compatible with specific patterns. Include notes such as "will hold crisp pleats," "soft enough to drape," or "sufficient body for tailored look." Suggested title: "Just Meant to be Together."
	Analyze the suitability of pattern selections in specific situations (An)	Point out from three different patterns the most suitable choice for a specific occassion, such as graduation or prom.
	Plan pattern and fabric for class sewing project (S)	Begin planning a pattern and fabric combination for your class sewing project. Particular care should be taken to ensure that the combination is suitable for your sewing skill and your figure.
		Assume that you are on a committee to select the uniform for a school organization, such as a pep squad or choir. Considering all the factors involved in pattern selection, determine the most suitable pattern.
Accurate use of pattern information may influence the satisfaction gained from clothing construction.	Explain the importance of information included with a pattern (C)	Write a paragraph explaining the importance of pattern information. Examples: Patterns are made by professionals, and you should avoid changes unless you are sure you know exactly how to make the change. Pattern information usually gives directions for efficient use of fabric and methods of construction.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Discover the location of specific information on a pattern (Ap)	Work in groups to show information included on pattern pieces, guide sheets, and envelopes. Prepare charts, transparencies, or other visual aids to present the information.
Fabrics and Notions		
Knowledge of fabrics and notions may help in making rational decisions from among the many choices available.	List factors to consider when selecting notions for a pattern (C)	Survey and record factors to consider when selecting notions for a pattern. Examples: fiber content of notions such as thread, zipper, and seam tape; type of buttons; type of interfacing suitable to fabric; weight of fabric being used; and fiber content and construction of fabric.
	Describe factors to consider when selecting fabric for a pattern (C)	Describe factors to consider when selecting fabric for a pattern. Examples: construction details of pattern; and fabric width, design, texture, fiber content, construction, and weight.
Understanding of label information may contribute to making appropriate fabric and notion selections.	Interpret label information (C)	Read labels accompanying fabrics and notions. Explain how the information aids in selecting fabric and notions.
	Use label information to predict performance of notions and fabric (Ap)	Divide into two or more teams. Have a team member draw an informative label out of a container. Team members in turn predict the performance of the

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		fabric or notion displaying this label. When an answer is missed or incomplete the contestant must be seated. The first team with all members seated loses.
Fabric and notions appropriate for a garment may enhance its smooth finish, smart appearance, and usefulness.	Demonstrate selection of fabrics and notions for various types of garments (Ap)	Show specific fabric samples and notions which are suitable for specific garments. Justify your choices.
	Analyze fabrics and notions for suitability to specific patterns (An)	Examine samples of fabrics and notions selected for specific patterns. Point out which fabrics and notions are suitable or inappropriate. Suggest changes which would improve the appearance of the inappropriate combinations.
	Develop guidelines for selecting fabrics and notions for patterns (S)	Refer to the factors influencing selection of fabrics and notions for patterns, and propose guidelines for selecting them. Examples: Buy all notions and fabrics at one time to match color and save time during garment construction, and buy pattern and fabric together to assure that there will be enough fabric and that fabric and pattern will be compatible.
Construction and design of fabric may influence its suitability for a specific pattern.	Identify various types of fabric construction (K)	Consult references or view a filmstrip in order to observe types of fabric construction. Name various types of fabric construction. Examples: woven, knit, nonwoven, lace, net, and braid.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of each type of fabric construction (C)	Look at fabric samples through a magnifying glass, pick glass, or microscope. Mount examples of fabrics and describe the methods of fabric construction. Illustrate with strips of construction paper the ways various fabrics are constructed.
	Show various types of fabric construction (Ap)	Observe your wearing apparel and discover the various types of weaves and other types of fabric construction represented in your garments.
Many knit fabrics require special handling.	Describe common knitted fabrics (C)	Discuss general characteristics of knitted fabric samples. Examples: ease of care, nonwoven looped construction, and flexible, bias-like stretch. For what types of clothes are knitted fabrics most often used? Why? Label knitted fabric samples according to the type of knitted construction they represent. Include single, double, raschel, tricot, or bonded knits.
	Explain characteristics and uses of specific knitted fabrics (C)	View transparencies illustrating knitted construction. Examine knitted fabric samples for construction, wrinkle resistance, run resistance, stretchability, and shape retention. Summarize basic characteristics and uses of various types of knitted fabric.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain steps for preparing knits for construction (C)	Read selected references in order to identify and list the procedures necessary for preparing knits for construction. Explain reasons for performing each step.
	Demonstrate the steps for preparing knits for construction (Ap)	Prepare a knitted fabric for construction by following the proper procedures. What additional preparation procedures might be required for other knit fabrics? How would these procedures be indicated? Conducted?
	Apply special handling techniques to knit fabrics (Ap)	Use proper techniques in handling knits. Examples: 1) Use silk pins to avoid snagging fabric. 2) Use ball point machine needles to avoid snagging fabric and skipping stitches. 3) Set machine for light pressure; set tension for loose balanced stitches. 4) Use stretch stitch or small zigzag stitch. 5) Use polyester thread or cotton covered polyester for stretch and extra strength.
Some fabric designs require special handling when used to make a garment.	Identify fabric designs that require special handling during construction (K)	Identify fabrics which must be given special handling during pattern selection and garment construction. Examples: plaids, stripes, one-way designs, diagonals, and napped fabrics.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain construction techniques needed for various fabric designs (C)	Describe construction procedures needed for patterned fabrics. Examples: fold fabric to match columns and rows of the design, and pin; lay out pattern in the same direction on the fabric, or cut each piece individually; work with fewer pattern pieces when fabrics must be matched to minimize difficulty; and match stripes, diagonals, and plaids.
	Apply the even-uneven plaid test to plaid fabrics (Ap)	Use plaid fabrics in order to discover even and uneven plaids by conducting the following test: Fold the fabric diagonally through the center of any repeat design; the plaid must be perfectly on grain. If spaces and colors match, test further by folding the plaid vertically or horizontally through the center of any repeat. An even plaid matches in all directions. An uneven plaid does not match in all directions.
Construction and care may be influenced by chemical and physical properties of fabrics.	Cite effects of chemical and physical characteristics of fabrics and notions upon construction and care of a garment (K)	Read selected references in order to discover effects of physical and chemical characteristics of fabrics and notions upon the construction and care of a garment. Examples: absorbency, resiliency, luster, length of the fiber, reaction to heat and moisture, absorption of dyes, and finishes applied to the fabric. Define fiber blends, and state purposes of blending fibers.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Summarize information found on fabric and notion labels (C)	Collect labels from fabrics and notions to illustrate information given, such as colorfastness, washability, dry cleanability, shrinkage, effect of heat, and fiber content.
	Demonstrate the importance of fabric and notion label information in specific situations (Ap)	Work in groups to demonstrate the importance of using fabric and notion label information to facilitate attaining a desirable finished product. Specific demonstrations might 1) encourage the selection of like fibers in fabric and notions to ensure similar reactions to sewing, pressing, dry-cleaning, laundering, and wearing; 2) encourage the application of fabric and notion care instructions; and 3) encourage the acknowledgment of label information such as fiber content and intended use. Select pattern, fabric, and notions for a sewing project. What factors were involved in your decisions? In what ways were you influenced by label information? Are you pleased with your selections? How closely were you able to follow your plans?
Proper preparation of fabric will contribute to a better end product.	Explain the steps involved in preparing fabric for construction (C)	Describe the steps in fabric preparation prior to cutting. Examples: preshrinking and straightening of grain.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate techniques used in fabric preparation (Ap)	Prepare fabric for cutting by preshrinking using a method which is appropriate for the fabric. Straighten the fabric grainlines using one of the methods discussed in class.
Pattern Use		
All necessary adjustments on pattern pieces should be made before cutting out a garment.	Explain methods of altering patterns (C)	Review selected references, and describe methods for making pattern pieces longer, shorter, wider, and narrower and for changing or manipulating darts.
	Describe individual fitting problems (C)	Select magazine pictures, or describe situations with which you are familiar to illustrate individual fitting problems. Examples: long waist, short waist, small waist, long legs, or wide hips.
	Relate fitting problems to alterations (Ap)	Work in pairs to show techniques for altering a pattern for specific fitting problems.
	Prepare specific pattern alterations (Ap)	Demonstrate for the class a method of altering a pattern for an assigned fitting problem.
	Analyze alterations necessary for pattern (An)	Determine pattern alterations needed for your pattern. Justify each proposed alteration. Perform these alterations. Analyze the accuracy of the completed alterations.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Patterned fabrics may require special attention to placement of pattern pieces to achieve matching in the garment.	Give examples of designs requiring matching (C)	Describe fabrics that require special treatment before cutting to allow matching in garment construction. Include: stripes, plaids, and large repeat designs.
	Explain steps for matching various designs (C)	Consult selected references and illustrate steps for matching plaids and stripes. Display illustrations on a bulletin board or flannel board. Suggested titles: "The Plaid Story," "There's More to Matching Than You Think," and "Match Game."
	Demonstrate pattern placement for matching specific designs (Ap)	Show correct matching techniques by placing a specific pattern on striped, plaid, or patterned fabric.
	Use correct procedures for cutting out a garment (Ap)	Follow correct procedures in cutting out a garment. Be careful in handling garment pieces to prevent stretching them.
Methods used for marking fabric vary according to fabric and personal preference.	Explain various methods of marking fabrics (C)	Review methods of marking fabric. Examples: pins, chalk, tracing paper and wheel, basting stitches, and tailor's tacks. Describe each procedure.
	Demonstrate methods of marking fabrics (Ap)	Show skill in selected methods of transferring pattern markings by marking garment pieces. Relate the selection of a marking technique to the type of fabric being used.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Determine marking methods for specific fabrics (An)	Analyze specific fabrics, and point out suitable marking methods for each. Give reasons for your decisions. Examples: dark or printed knit on which tracing paper will not show; sheer, pastel fabric on which marking will show through to right side; and thick fabric on which tracing will show on one piece but not both.
Management in Construction		
Management in construction contributes to work organization and minimum handling of the fabric.	Define advanced construction terms (K)	Review construction terms such as "grain," "hand," "selvage," "bias," "stay-stitching," "edge stitching," "under-stitching," "tension," "interfacing," and "machine buttonholes." Identify terms for new techniques to be used in construction, such as "bound buttonholes," "hand picking," "napped fabrics," "pile fabrics," "unit construction," "fit," "ease," "lining," and "underlining." State the meaning of each term.
	Explain advanced construction terms (C)	Illustrate "new construction" terms by preparing a bulletin board depicting bound buttonholes, a hand picked zipper, fabrics with nap, pile fabrics, and lining fabrics. Suggested title: "Open the Door to Advanced Construction."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Organizing garment construction helps to develop skills rapidly and to foster independent work habits.	Explain ways of organizing garment construction (C)	Summarize the steps in making a garment as described by a pattern guide sheet. Illustrate the unit method of construction by summarizing the construction steps to be completed before joining one unit to another.
	Show the importance of organized construction (Ap)	Demonstrate the unit method of construction in order to discover that doing like jobs at the same time saves time and motion, creates more standardized products, and minimizes handling of fabric. Show that assembling all units before fitting facilitates checking all parts in relation to each other. Show that every construction line should be pressed and finished before a seam is stitched across it.
Work habits should be conducive to safety, order, and efficient completion of clothing construction.	Describe standards for management during clothing construction (C)	Give examples of management principles which facilitate production and improve the quality of work.
	Prepare a management plan for constructing a garment (Ap)	Prepare a step-by-step plan of work for a pattern you will be constructing. List the construction steps to be completed before each fitting.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Construction Techniques		
Quality and durability of garment construction depends upon precision in details of workmanship.	List characteristics of correct stitching (K)	View samples of machine stitching on various fabrics. State characteristics of correct stitching. Identify balanced tension control, straight or even lines, even stitch length, even pressure, and stitch length suited to construction technique and fabric texture and weight.
	Explain factors that affect stitching (C)	Read selected references or pamphlets provided by sewing machine companies, and describe factors affecting stitching. Examples: size and type of thread, degree of pressure and tension, needle size, and the way the machine has been threaded.
	Demonstrate correct stitching techniques (Ap)	Study samples of various fabrics, and select appropriate thread for each. Practice correct stitching techniques by adjusting tension, pressure, and stitch length for fabric used for class sewing project.
	Analyze stitching in various garments (An)	Determine the appropriateness of stitching used in ready-made or home constructed garments in your wardrobe. Share findings with classmates.
Seam finishes are used to prevent raveling or to increase garment durability.	List types of seam finishes (K)	Study references in order to identify various seam finishes. Examples: hand over-cast, bound edge, turned and edge-stitched, machine zigzagged, and pinked edge.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain purposes of seam finishes (C)	Explain the purposes of seam finishes. Examples: to support garment shape, increase durability, prevent raveling, and contribute to overall neatness of the garment.
	Relate seam finish to fabric (Ap)	Discover seam finishes appropriate for specific garments and fabrics. Prepare a chart showing seam finishes appropriate for specific fabrics.
	Use appropriate seam finishes for a specific garment (Ap)	Demonstrate selection of appropriate seam finishes and application of correct seam finishing techniques in the construction of a garment. How was the selection of the seam finish influenced by the type of fabric? Area of the garment? Support your responses.
	Analyze seam finishes of various garments (An)	Determine the appropriateness of seam finishes selected for specific garments. What other finishes would be equally satisfactory? Point out seam finishes that might be more satisfactory.
Edge finishes which may be used in garments include hems, facings, and bindings.	Recognize various edge finishes (K)	Read selected references in order to identify edge finishes for facings and hems. Examples: facings--clean finish, stitch and pink, machine zigzag and hand overcast; hems--lace or seam binding, clean finish, stitch and pink, and plain edge, turned under and not stitched.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe purposes of edge finishes (C)	Read references and describe purposes of edge finishes. Examples: conceal raw edges, prevent stretching, prevent raveling, and enhance the appearance of the garment.
	Relate edge finishes to specific purposes (Ap)	Study references in order to discover the purposes for specific edge finishes. Examples: clean finish--used for light and medium weight washable fabrics; stitched and pinked--used for fabrics that ravel easily; stitched or overcast--used for fine detailed finish; and seam binding--used for loosely woven fabrics. Discuss why each finish is suitable for the purposes given.
	Apply appropriate edge finishes to specific fabrics (Ap)	Apply appropriate edge finishes to a garment. Choose an edge finish you feel is appropriate. Ask your teacher to approve your choice.
	Analyze edge finishes of various garments (An)	Determine the appropriateness of facing and hem edge finishes for specific garments. Support your analysis with resource material.
Collars vary in style, type of construction, and mode of attachment to the garment.	Identify types of collars (K)	Study references which identify the types of collars. List characteristics of each type.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe steps in constructing various collars (C)	Explain the steps in constructing various types of collars.
	Construct a collar (Ap)	Follow instructions in references or on a guide sheet, and construct and apply a collar to a garment.
	Show techniques for various types of collar construction (Ap)	Display or make charts exhibiting various kinds of collars and the different construction techniques needed for each. Include Peter Pan, mandarin, convertible, and shawl collars.
An invisible zipper is applied in a manner different from that used for a conventional zipper.	Identify characteristics of an invisible zipper	View examples of invisible zippers. Name characteristics of an invisible zipper.
	Describe attachments used in invisible zipper installation (C)	Observe examples of invisible zipper attachments. Explain the purposes and uses of the various parts of the attachments.
	Select correct invisible zipper attachment for various sewing machines (Ap)	Demonstrate the ability to choose attachments for applying invisible zippers appropriate for various sewing machines.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe steps necessary in applying an invisible zipper (C)	Study selected references or pamphlets, and explain the steps in applying an invisible zipper. Point out that invisible zippers are applied to garment sections before seams are constructed.
	Demonstrate the application of an invisible zipper (Ap)	Follow instructions in references or on zipper package, and apply an invisible zipper to a garment.
Correct fit and grain accuracy affect the appearance of sleeves.	Name various sleeve styles (K)	Observe pictures of various sleeve styles. Identify and label each type.
	Illustrate techniques for sleeve construction (C)	Describe techniques for constructing various types of sleeves. Guide sheets or selected reading material may be used as references.
	Show steps in constructing a sleeve (Ap)	Construct sleeves for a garment by following guide sheet instructions. Did the sleeves fit? Did you maintain the proper grainline?
A hem should be smooth and level, with fullness evenly distributed.	Name the steps in hemming (K)	Review references concerning hemming procedures. List steps for turning up and leveling hems.
	Describe methods for distributing fullness in hems (C)	Study references which illustrate methods for distributing fullness in hems. Choose one method to explain and demonstrate for classmates.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Define inside and flat hemming (K)	Identify methods for applying inside or tailor's and flat hem by viewing transparencies or illustrations. List definitions on chalkboard.
	Describe hemming stitches suitable for inside hem (C)	Study selected readings to find examples of hem stitches appropriate for inside hemming. Include blindstitch and catch stitch.
	Show appropriate hem stitch for garment (Ap)	Demonstrate an appropriate hem stitch for an inside hem on a garment.
Interfacings and linings are concealed elements that help garments to retain their shape and to last longer.	Define interfacing (K)	Study references in order to find a definition of interfacing. Why are interfacings used?
	Identify fabrics used for interfacing (K)	List commonly used interfacing fabrics. What characteristics are needed in interfacing fabrics? Study samples of interfacing fabrics to learn to recognize them.
	Explain steps for applying interfacing to various garment parts (C)	Describe where and how an interfacing should be applied to a specific garment. Pattern guide sheets may serve as references.
The weight of interfacing as well as its degree of stretch, washability, and cleanability, should closely match the fabric.	Relate interfacing fabric to garment fabric (Ap)	Show types of interfacings appropriate for various fabrics. Examples: lawn for voile materials, non-woven for waistbands, and hair-canvas for coats. Set up a display or bulletin board showing

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		interfacings to use with various fabrics. Suggested title: "Interfacing - Hidden Secret in Garment Shape."
	Apply interfacing to specific garment parts (Ap)	Prepare an interfacing and attach it to a garment. Use a pattern guide sheet as a reference.
Lining fabrics should nearly match or definitely contrast with the outer fabric and have a smooth surface which easily slides over another garment.	Identify lining fabrics (K)	Study references in order to list common lining fabrics. Include batiste, lightweight cotton, voile, crepe, lawn, organza, and sheath lining. Study and be able to label samples of these fabrics.
	Explain procedures in constructing a lining (C)	Use selected references or pamphlets, to develop a summary of techniques used in lining a simple dress, skirt, or other garment.
	Construct a lining (Ap)	Work in groups to demonstrate how to construct and apply a lining for a simple garment.
		Apply appropriate techniques in constructing and applying a lining in a simple garment you are making.
	Determine appropriate interfacing and lining fabrics for various garments (An)	Point out interfacing and lining fabric which would be appropriate for specific garments. Give reasons for your choices.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fitting Techniques		
Good fit is an individual problem which may be solved by fitting the garment during construction.	Explain the purposes of fitting garments during construction (C)	Discuss in groups the following statement. "No matter how perfectly a garment is constructed, if it is poorly fitted, it is not attractive." How might fitting a garment during construction solve this problem?
	Demonstrate fitting techniques (Ap)	Work in groups to solve specific fitting problems. Use selected references to discover possible solutions. Show class the solutions to one or more fitting problems.
	Point out alterations to be made in a specific garment (An)	Look at an example of an ill-fitting garment. Use selected references in order to determine the problem and the alteration necessary to solve it.
	Plan appropriate fittings for a garment (S)	Use the pattern guide sheet as an aid in preparing a chart which can be used in fitting a specific garment. Use selected references to devise solutions to any problems encountered in fitting.
	Evaluate the fit of a garment (E)	Use a rating scale to appraise the fit of the garment you made in class. Which areas fit best? Where could the fit be improved? Could the fitting problems have been detected and corrected before the

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		garment was cut? How? Can these adjustments be made now? How? During which garment fitting could the adjustments have first been made? Coordinating Experience: Alter a ready-made garment that fits poorly. Share a report of your experiences with class. Coordinating Experience: Construct and fit a garment for yourself or someone else using techniques studied in class.
Pressing Techniques		
Pressing techniques are influenced by the shape of the garment and the fabric characteristics.	List correct temperatures for pressing various fabrics (K)	Study references in order to learn correct techniques and iron temperature settings for pressing various fabrics.
	Describe pressing techniques required for various fabrics (C)	Look at fabric samples, and decide upon pressing techniques and iron temperature setting appropriate for each sample.
Knowing when and how to press during construction aids in achieving professional-looking results in garment construction.	Use pressing techniques appropriate for specific fabrics and construction details (Ap)	Demonstrate proper techniques for pressing darts, pleats, hems, seams, and sleeves. When should a press cloth be used? What is the purpose of using steam? How does the type of fabric influence the pressing of construction details?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the importance of pressing (An)	Observe a garment that has been pressed during construction. How does pressing contribute to the appearance of the garment? How would too little or too much pressing affect the appearance of the garment? Point out areas of the garment that have been pressed.
	Develop general guidelines for pressing during garment construction (S)	Develop general guidelines for pressing. Include when to press, how to press, and how to recognize good pressing.
	Evaluate pressing techniques used on specific garments (E)	Contrast two or more garments, and compare qualities of pressing. Use a check sheet or rating scale which includes guidelines for pressing. Rate each garment according to the scale.

CONCEPT: Clothing for Children

OVERALL OBJECTIVE: *Outline factors to consider in construction, selection, and care of children's clothing (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Characteristics		
Familiarity with desirable characteristics in children's garments contributes to wise selection of children's clothes.	Identify desirable characteristics for children's clothes (K)	Study selected references on clothing needs of children. Cite desirable characteristics of children's clothing, including durability, ease of care, appropriateness for weather, suitable weight, promotion of good posture, freedom for movement, and self-help features.
Selection		
Many factors influence the selection of children's clothing.	Illustrate specific features desirable in children's clothes (C)	Observe items of children's clothing. Show examples of specific features which are desirable in children's clothing. Explain why each is desirable.
	Discover how desirable features may be combined to meet the needs of various children (Ap)	Collect pictures of children's clothing worn by your parents and grandparents. In group discussions, discover how young children's clothing of today differs from clothing of the past. How did clothing in the past meet children's needs? How are features combined in clothing to meet needs of children today.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe situations in which climate, housing, and health influence the selection of children's clothing (C)	Work in small groups, and discuss factors which affect the size and content of a child's wardrobe. Give examples of clothing needed by children living in various climates. How does housing affect a child's wardrobe? How does a child's health affect the type of clothes he wears?
The use of special guidelines for purchasing children's clothing will help to eliminate errors, minimize dissatisfaction, and give greater enjoyment to the child wearing the clothing.	Prepare guidelines to help consumers select children's clothing (Ap)	Read references in order to discover guidelines which will aid consumers in selecting children's clothing. Include care required, durability, cost, suitability for climate, age, activities, health, and personal preference of the child. Use the guidelines as the basis for selecting garments for a specific child in a case study.
	Determine appropriate selections of children's clothing for specific situations (An)	Study items of children's apparel in order to point out the suitability of each for situations. Examples: sleep, outdoor play, school, dress, and shopping trips. Keep in mind the money available and the child's age, developmental stage, likes and dislikes. Determine the priorities among desirable characteristics in children's clothing.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
As the preschool child matures, he becomes more clothes conscious.	State reasons a child's clothes are important to him (K)	Read selected references concerning child development. List reasons why a child's clothes are important to him. Examples: 1) Clothing can be a learning tool; a child may gain confidence by dressing himself. 2) Children like clothing that is familiar to them.
	Explain how consideration of children's preferences may influence garment selection (C)	Describe from experiences with young children, examples of clothing that was enjoyed or disliked by a child. Illustrate on a bulletin board clothing designs that children may enjoy.
	Show how children's clothing preferences may be fulfilled by clothing having desirable characteristics (Ap)	Invite kindergarten children to class in order to discover types of clothing preferred by this age group. Ask parent to have child wear his favorite garment. Discuss possible reasons for the children's choices. Study the garments to discover possible reasons they were preferred. Let children tell why they like the garments.
Children's garments are available in a wide range of prices.	Recognize the price ranges of children's clothing (K)	Take a field trip to a speciality store, or use catalogs in order to identify price ranges of children's clothing. List types and sizes of clothing before going on the field trip.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe ways the cost of children's clothing may be minimized (C)	Give examples of ways a person can make the most of the clothing dollar budgeted for a young child's wardrobe. Examples: Select durable clothing that has growth features, and make use of "hand-me-downs."
	Discover how the means of obtaining the children's clothes affects cost (Ap)	Show the relationship between the cost and the source of an article of clothing. List sources of clothing, such as speciality shops, department stores, discount stores, bargain basements, mail order stores, "hand-me down," homemade articles, and gifts. Conduct a group study to find out the cost of an item of clothing from each source.
Construction Process		
Careful construction of children's clothing may increase comfort, durability, usability, and life of the garment.	Identify desirable features which can be incorporated into the process of constructing children's clothing (K)	List desirable features which can be incorporated into constructing children's clothing. Examples: non bulky seams to prevent irritation, adequate seam allowances, flat fasteners, small stitches.
	Explain procedures for constructing growth features in children's clothing (C)	Give examples of specific growth features that can be constructed in various garments for children. Examples: adjustable shoulder straps; raglan, kimono or sleeveless styles; elastic inserts; stretch or

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		knit fabrics; wide seam allowances; undefined waistlines in one-piece garments, two rows of fasteners for attaching tops and bottoms of sleepwear; and tucks, pleats, and yokes. Describe the procedures for constructing each feature.
	Describe construction techniques which contribute to the durability of children's clothing (C)	Examine children's clothing, and find examples of techniques which contribute to durability. Examples: reinforcing points of strain on pockets, belt loops, and zipper base; reinforcing points on pants; double stitching buttonholes; back stitching at beginning and ending of seams; double stitching crotch and underarm seams; finishing seam edges; securely attaching fasteners; and using durable trims.
Appropriate seam finishes and fasteners may contribute to a child's comfort and independence.	Explain why specific seam finishes and fasteners are desirable for children's clothing (C)	Look at examples of children's garments which illustrate various seam finishes and fasteners. Explain why these are desirable for children's clothing.
	Demonstrate various construction techniques which influence the durability of children's clothing (Ap)	Work in pairs, and construct children's clothing using techniques which will contribute to the durability of the garments. Show garments and techniques to the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the construction of various items of children's clothing (An)	Examine items of children's ready-to-wear clothing as well as clothing made by the class members. Determine the quality of construction of garments from each source. Distinguish between garments incorporating features which promote durability and those in which such features are lacking or inadequate. Point out construction techniques which may be used to improve durability.
Consider protection, comfort, room for activity, and room for rapid growth when constructing children's clothing.	Plan appropriate construction procedures for a specific item of children's clothing (S)	Design an item of children's clothing, such as pajamas, shorts, or front opening shirt or blouse. Include features which would aide the child in learning to dress himself or which would teach a concept (such as color, shape, numbers) or coordination. Coordinating Experience: For FHA or community activity, (using appropriate construction techniques) plan and construct a garment for a needy child.
	Evaluate the suitability of children's clothing for specific situations (E)	Compare two sets of children's play clothes. Which would be more suitable for a specific situation in terms of cost, quality of construction, ease of care, growth features, comfort, and self-help and safety features? Why?

CONCEPT: Relating Clothing and Textiles to Career and Job Opportunities

OVERALL OBJECTIVE: *Determine opportunities for employment which involves knowledge and skills in clothing and textiles (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Semiprofessional or Skilled Job Opportunities		
The number and variety of semiprofessional or skilled job opportunities related to clothing is affected by the economy, population changes, technology, and fashion trends.	List semiprofessional or skilled job opportunities related to clothing (K)	Match flannel board pictures of persons performing various tasks to occupations in which each is employed. Examples: cosmetologist, alterationist, industrial seamstress, clothing repair specialist, laundryman or dry cleaner, bridal consultant, stock clerk, or sales person.
	Explain factors that influence the number and variety of job opportunities in the field of clothing and textiles (C)	Work individually or in groups, and list factors that influence clothing-related job opportunities in your community. Information may be obtained from guidance counselors, vocational counselors, the library, and the Better Business Bureau. Share lists with the class.
	Demonstrate clothing-related job opportunities of earlier generations (Ap)	Discover job opportunities of earlier generations of young people in the field of clothing and textiles. Relate their salaries, benefits, and working conditions to those of today. Display your findings on a chart or bulletin board. Share with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Associate past and present job opportunities in the field of clothing and textiles with future possibilities (An)	Analyze past and present job opportunities, and predict future job possibilities in the clothing field. Present a panel discussion of your findings. Use Occupational Outlook Handbook and other references as a basis for determining future possibilities. Coordinating Experience: For FHA, present a panel discussion entitled: "Job Opportunities: Past, Present, and Future."
Skills and Competencies Needed		
Employment in semiprofessional or skilled jobs in clothing-related fields usually requires specific knowledge, skills, or training or an apprenticeship.	Name skills and competencies required for clothing-related jobs (K)	Brainstorm in class in order to list skills and competencies required in clothing-related jobs. Examples: ability to apply principles and elements of design; understanding of clothing selection for the individual throughout the life cycle; knowledge of textiles and of the clothing industry; ability to properly care for clothing; skill in clothing construction, alteration, and clothing purchase; and creativity in designing clothing.
	Explain reasons specific skills are important in clothing-related jobs (C)	Work in committees in order to illustrate specific training necessary for clothing-related occupations. Explain why the training is required. Report ideas to the class using case studies and visual aids.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe ways to acquire necessary skills and compentencies for clothing-related occupations (C)	Select a specific occupation, and summarize methods of gaining skills necessary for obtaining a job in this field. Consider such possibilities as apprenticeship, trade school, or a cooperative program, comparing locations, type of training given, and time required for each of the programs. Information may be acquired from vocational counselors or from the library. Present an oral report on your research, or work in groups to present your findings in a panel discussion, short story, or debate.
	Apply clothing-related skills in a particular situation (Ap)	Coordinating Experience: Obtain a part-time job, or do volunteer work which utilizes clothing-related skills, Examples: Volunteer to repair garments for a children's home or other social agency. Work with friends or a club to make and sell items such as neckties, aprons, or purses, as a moneymaking project. Obtain a part-time job as an alterations assistant, seamstress to make display for a fabric shop, or seamstress for a community theater.

CONCEPT: Factors Influencing Family Clothing Decisions

OVERALL OBJECTIVE: *Show the effects of various factors on family clothing decisions (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Resources		
Family clothing decisions are influenced by kind and amount of available resources.	Identify factors influencing family clothing decisions (K)	Examine selected references on family clothing. Brainstorm in class, and list factors which influence clothing decisions, such as resources, family and individual needs and wants, family composition, stage in family life cycle, social considerations, life style, cultural factors, mobility, climatic conditions, and care required for garments.
	Give examples of factors influencing family clothing decisions (C)	Work in groups to find magazine pictures which illustrate factors influencing clothing decisions. Paste pictures into a collage on a large piece of construction paper. Display on bulletin board. Suggested title: "An Assortment of Agents Affect Attire."
	List resources which may be used to provide family clothing (K)	Name resources a family has available for providing family clothing. Examples: money, knowledge of budgeting; ability to construct, alter, or renovate clothing; shopping facilities; shopping skills; services for clothing care; time; and energy.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Managing clothing resources involves constant decision-making in which every member of the family may be involved.	Explain how different combinations of resources may be used to reach clothing goals (C)	Describe in class discussion different ways that resources can be combined to reach clothing goals. Examples of goals may be to obtain a shoulder bag, a long dress, or a costume for a Halloween party.
	Predict which resources would best help in reaching a specific clothing goal (Ap)	Study a clothing goal to discover resource combinations that would help to reach the goal. Refer to your family situation for resources which are available and ways they may be combined. Sample goals: wedding dress, maternity wardrobe, bathing suit, or costume for a costume party or patriotic pageant.
	Point out advantages and disadvantages of using various resources to reach clothing goals (An)	Debate the following statement: "It is best to construct most of one's wardrobe." What pros and cons were identified? Outline situations which are very similar in which slight variations in circumstances indicate different solutions to the question of buying or constructing family clothing.
Regardless of socioeconomic status, it is important to budget income and exercise good management.	Estimate clothing budgets at various income levels (C)	Give examples of clothing budgets at various income levels. Find charts in recommended references or on handouts. What is the difference in total amounts of money spent on clothing and clothing care at various income levels? Describe

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		reasons for a family's spending more or less of its income on clothing than the amounts indicated at each level. Coordinating Experience: Estimate the amount of money it would take to replace your entire wardrobe if it were lost or destroyed.
	Discover the amount of money to be allocated for clothing for specific individuals (Ap)	Predict the amount of money a family would need to allocate for the clothing of individual members in specific situations. Roles assumed by family members may include father as a preacher, blue collar worker, salesman, or farmer; mother as a homemaker, secretary, cafeteria worker, nurse, or teacher; children as students in public school or college, or working in various occupations, or involved in activities such as cheerleading, that require additional clothing and clothing care. Which individuals probably need the most money for clothing?
Needs and Wants		
Clothing needs and wants of family members influence clothing decisions.	Recognize differences between clothing needs and wants (K)	Classify clothing needs and wants. Examples: Clothing needs include protection from the elements and the building of self-concept, which may include enhancing

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		sexual attractiveness, providing aesthetic satisfaction, indicating status, and providing expression of the wearer's attitudes and emotions. Clothing wants include wishes or desires beyond providing basic needs.
	Explain ways clothing needs and wants influence clothing decisions (C)	Describe situations in which clothing needs or clothing wants influence clothing decisions. Examples: If a winter coat is needed, but time, money, and personal skills are not available to acquire one, a person will probably immediately buy what he can afford. If a new pair of shoes is wanted, but time is not a pressing factor, one may shop for a desirable pair of shoes at a desirable price. Illustrate from a personal wardrobe, clothing which reflects needs and clothing which reflects wants.
	Relate clothing needs and wants of family members to the clothing budget (Ap)	Show differences among clothing budgets of families with varying needs. Examples: families with growing children, no children, physically handicapped members, and members who need special work clothes. Coordinating Experience: Visit a children's clothing department or specialty store and observe children's clothing. How does it differ from adult clothing? What are the costs of various items?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family Composition		
Composition of the family influences amount and allocation of the clothing budget.	List ways family composition might influence clothing decisions (K)	Name and record ways family composition may influence clothing decisions. Include size, age, occupation, interests, activities, and sex of family members.
	Illustrate influence of family composition on clothing decisions (C)	Look at pictures of families. Work in groups to present to the class stories about these families, and suggest types of clothing they may need or want.
Stage in the Family Life Cycle		
Each stage of the family life cycle has a characteristic pattern of clothing needs.	List stages of the family life cycle (K)	Define the family life cycle stages. Include beginning, expanding, contracting, and later years.
	Identify clothing needs of individuals in each stage of the family life cycle (K)	Cite clothing needs of individuals in each stage of the family life cycle. Invite homemakers in each stage of the family life cycle to serve on a panel. Ask the panel to discuss their families' clothing needs.
	Summarize clothing needs characteristic of each stage of the family life cycle (C)	Illustrate the family life cycle by dressing paper dolls in clothing characteristic of their needs.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Clothing requirements change as an individual's stage in the family life cycle changes.	Identify problems related to providing clothing at each stage of the family life cycle (Ap)	Work in groups to discover for each stage in the life cycle common family clothing problems. As a class, prepare a flip chart to show the problems that may be encountered. Coordinating Experience: For FHA, ask a family relations or clothing specialist to speak on family clothing and the family life cycle as it relates to clothing needs.
	Analyze clothing expenditures at various stages of the family life cycle (An)	Work in groups to estimate costs of clothing during one stage of the life cycle. Use catalogs as references for obtaining clothing costs. Starting with the beginning stage, each group may report findings to class.
Social Aspects		
Clothing influences the family's social participation and acceptance in the community.	Recognize the importance of clothing in social situations (K)	Study references on the social aspects of clothing. Cite the role of clothing in social situations.
	Explain how clothing contributes to social acceptance (C)	Interview persons of various ages to learn how they feel that clothing affects a person's acceptance in social situations. Summarize your findings.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Show ways clothing contributes to a family's social acceptance in various situations (Ap)	Role play in order to show ways clothing of family members may influence their approval by the community. Consider such situations as the following: Mother's attire at PTA, at Woman's Club, at home, and on the job; children's clothes for school, for parties, and for play; father's dress at work, at a backyard barbecue, and on the golf course; and the whole family's appearance at church on Sunday.
	Analyze effects of clothing on family social life (An)	Brainstorm to point out ways clothing of family members may determine their appearance on the street and in society, the friends they make, the jobs they hold, and the persons invited to their home.
Life Styles		
Life style may influence clothing needs.	Define life style (K)	State your idea of the meaning of life style. Example: the way a person lives. Examine your definition of life style in light of the definitions of classmates and references.
	Illustrate the influence of life styles on clothing needs (C)	Illustrate on a bulletin board life styles and resulting clothing needs. Examples: An agrarian life style may necessitate more heavy-duty work clothes than dressy clothes; a business life style may necessitate more suits and dress clothes than heavy-duty work clothes. Suggested title: "Daily Life Dictates Dress."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate clothing to life style (Ap)	Look at pictures showing clothing representative of various life styles, and try to identify the life style of the people in the pictures. Share your ideas with the class. Coordinating Experience: For FHA, invite a clothing specialist to speak on and provide illustrations showing history of costume. How did clothing of the past represent past life styles?
Cultural Aspects		
Mode or manner of dress is influenced by cultural heritage.	Recognize dress representative of various cultural background (K)	List various common cultural backgrounds in the United States. Find pictures of dress representative of various cultural backgrounds in the United States.
	Illustrate cultural influences on dress in the United States (C)	Identify ways dress in your community has been influenced by various cultures. African heritage may be reflected in hair styles, accessories, and dress; Mexican heritage may be reflected in ponchos and shoe styles. Prepare a display of garments illustrating cultural influences on dress in your community. Clip pictures from newspapers and magazines, and describe in class the cultural influences on dress revealed in the pictures.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: For community activity, present a group program on clothing as a reflection of cultural background. Participants may dress in garments reflecting heritage from various cultures. Slides may be shown; traditional music may accompany the program.
Mobility		
Mobility may influence the number and type of clothes family members acquire.	Cite ways mobility may influence family clothing (K)	Discuss ways mobility may influence family clothing decisions. Example: The family that moves a great deal may need clothing suited to various climates.
	Explain effects of mobility on the number and type of clothes acquired (C)	Work in groups in order to determine the effects of mobility on the number and type of clothes acquired. Examples: Family may acquire clothing that can be used in many situations, is easy to care for, and is, inexpensive. Fewer clothes may be acquired, so there will be fewer to move, thereby reducing financial outlay.
Climatic Conditions		
Climate may influence the type of clothes needed and the size of wardrobe.	Explain how climatic conditions may influence clothing needs (C)	Describe climatic conditions that may influence clothing needs. Examples: mild, very hot, and cold climates.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate clothing needs to various climatic conditions (Ap)	Predict the type of clothes you would need if you moved to states or countries with climates different from your home. Justify your predictions.
Care Required		
The care which garments require to maintain their appearance is a major consideration in making clothing decisions.	Identify factors which influence the cost of clothing upkeep (K)	Study garment care labels; then list the type of care necessary for specific garments. Examples: washing, drying, ironing, dry cleaning, and bleaching. List additional factors influencing the cost of upkeep, such as quality of construction, number of times one expects to wear the garment, and clothing care facilities and products available.
	Explain ways cost of upkeep may influence clothing decisions (C)	Estimate the cost of various types of clothing upkeep. Call various services in the community to get estimates of costs of services such as clothing repairs, commercial and coin-operated dry cleaning, commercial and coin-operated laundry, and purchase of washer and dryer.
	Predict the care requirements of specific garments (Ap)	Look at sample garments. Prepare a chart showing the type of care these garments will probably require.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: Look at your own wardrobe. Discover the type of care which most of your clothes require. How does the type of care required influence the cost of maintenance?
	Determine the resource expenditure necessary to care for various wardrobes (An)	Divide into groups to analyze case studies which describe various wardrobes. Determine costs of caring for each wardrobe over a period of time.

CONCEPT: Management and Consumer Aspects of Family Clothing

OVERALL OBJECTIVE: *Analyze clothing budgets (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family Clothing Budget		
Allocation of the clothing budget is affected by the size of the family, and the ages, occupations and activities of family members.	Identify factors to consider in formulating a family clothing budget (C)	Describe general factors for consideration in establishing a family clothing budget. Examples: amount of income; fixed expenses; financial obligations, such as car payments; occupation; personal interests and leisure activities; and personal interest in fashion and fads.
	Predict the suitability of various clothing budgets for a specific family (Ap)	Use sample general budgets or suggested percentages to compute the budget allotment for clothing at various income levels. Relate budget information to clothing needs of a specific family to discover whether or not the needs may be met within the budget.
	Outline factors to consider in formulating a clothing budget for a particular family situation (An)	Determine necessary considerations in formulating a clothing budget for a family. Examples: a single working individual, a couple with a child, or a young couple without a child. Prepare individual written reports which include a sketch of the family members, the total amount of money they have to spend on clothing, cost of clothing care, clothing needs, need priorities, and clothing purchases to be made monthly and seasonally.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Propose a clothing budget suitable for a particular family situation (S)	Work in small groups to compile a clothing budget for a young couple, a single working individual, or a couple with a child. Consider needs and family characteristics. Coordinating Experience: Plan a clothing budget for one of the following: your own family, yourself, or you and your future spouse.
	Appraise the suitability of a clothing budget for a particular family situation (E)	Exchange budgets prepared by classmates, and evaluate the clothing budgets. Use catalogs for price comparisons, and calculate the number and type of items that might be purchased under this budget. Does the budget meet the family's needs? Why or why not?
Shopping Skills		
Skillful consumer decision-making helps families to achieve clothing goals within available resources.	Give examples of shopping skills related to clothing (C)	Identify skills needed in shopping for clothing. Examples: ability to recognize quality, interpret information, plan clothing expenditures, and do comparison shopping.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate effects of skillful shopping techniques in providing family clothing (Ap)	Interview family members, faculty members, or peers to discover the values or advantages of skillful shopping techniques. Report findings to the class.
	Determine shopping skills used by homemakers (An)	Use a check list in interviewing homemakers to determine shopping skills they use in making purchases. Summarize your findings and compile a class list of commonly used shopping skills.
Advertising and Labeling		
Advertising and label information may be useful in making clothing decisions.	Identify kinds of information provided by advertisements and labels of clothing products (K)	Read labels and advertisements of ready-made garments, and name the types of information available to the consumer. Examples: size, figure type, fiber content, special finishes, shrinkage information, cleaning and laundering instructions, manufacturer, designer, and price.
	Estimate the usefulness of clothing advertising and labeling (C)	Discuss the importance of being familiar with label information, such as care required, performance characteristics, and familiar brand names.
		Illustrate ways labels may be organized for convenient reference. Example: label file box.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Apply information from advertisements and labels to making family clothing decisions (Ap)	Use information stated on labels or found in advertisements in order to select various articles of clothing. Examples: children's clothes, man's suit, winter coat, swim wear, or leisure wear. Coordinating Experience: Examine labels on clothing you own. What information do they provide? How was this information useful when you purchased the garment? Is it still useful? Why or why not?
Sources of Information		
Knowing where to obtain information may aid in making family clothing decisions	Recognize sources of family clothing information (K)	List sources which provide consumer clothing information, such as Consumer Reports, Consumer Research, Changing Times, Good Housekeeping, Parent's Magazine, Better Business Bureau, Federal Trade Commission, and Food and Drug Administration. Use selected references as guides.
	Describe information provided by consumer information sources (C)	Summarize consumer information found in periodicals or bulletins by presenting oral or written reports. Reports may be in the form of role play, skits, mock TV, or interviews.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Predict satisfactions derived from family clothing decisions based on consumer information (Ap)	Show the importance of consulting consumer information sources before making such major clothing purchases as coats, suits, and rainwear.
Standards for Buying		
Consideration of buying standards may increase satisfaction derived from family clothing decisions.	Show the importance of using standards when purchasing family clothing items. (Ap)	Prepare short case studies which demonstrate the use of buying guides when making specific purchases. Share with the class. Ask classmates to discover the importance of using the standards illustrated in the studies. Coordinating Experience: Choose a clothing item the family is thinking of purchasing. Research in order to discover advantages, disadvantages, and price range of the item.
	Determine advantages and disadvantages of using standards to evaluate family clothing items (An)	Divide into groups to point out advantages and disadvantages of applying standards to specific clothing purchases. Debate the following statement: "The time involved in planning clothing purchases and doing comparison shopping is not practical for most families."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Devise an instrument for use in evaluating fabrics, fabric finishes, garment construction, and overall quality of family clothing items (S)	Compile a chart on butcher paper to use in evaluating clothing items. Include the following considerations: fabric, color, design, appropriateness, season; fabric finishes, care instructions, shrinkage, and fiber content; garment construction, hems, seams, and fit; and overall quality in relation to family needs and resources.
	Evaluate family clothing decisions (E)	Consider the last major clothing purchase made in your family. Justify the purchase by pointing out the shopping skills and standards for buying that you used, by determining the suitability of the item, and by comparing it to other items that were available.

CONCEPT: Clothing and Textiles in the Economy

OVERALL OBJECTIVE: *Discover ways the clothing industry affects consumers and the national economy (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Clothing Industry		
The apparel industry is a major United States industry which significantly contributes to the nation's economy.	List the types of jobs involved in producing and manufacturing clothing and textiles (K)	Brainstorm in order to identify various segments of the clothing industry. Examples: ready-to-wear, piece goods, patterns, notions, apparel trade, advertising, personal services, designing, and retailing.
	Name factors influencing the clothing industry of the United States (K)	Consult selected references in order to discover factors which are important to the clothing industry. Examples: price of labor, competition from foreign markets, availability of raw materials, and consumer demands.
	Explain ways the clothing industry contributes to the nation's economy (C)	Invite a store-owner in your town to speak on contributions of the clothing industry to the nation's economy. Summarize ideas concerning contributions of the clothing industry to the economy.
	Describe past events contributing to the apparel trade of today (C)	Illustrate with pictures, historical events which have made major changes in the apparel industry. Examples: consolidation of firms, the industrial revolution, mechanical inventions such as the sewing machine, trends in textiles, wars, labor unions, and mass communication.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Divide into groups, and present skits depicting events which radically changed the apparel industry. Examples: invention of the sewing machine, television advertisement, man-made fabrics, knitting machines, printed patterns, pressing devices, fabric finishes, and colorfast dyes.
	Show tendencies and cycles which make clothing and textiles continuously in demand (Ap)	Prepare a chart which shows how certain tendencies keep clothing continuously in demand. Examples: seasons; fashion cycles; wear; and the desire for new clothes, both fads and fashions. Coordinating Experience: Read articles in Women's Wear Daily on trends in the apparel industry. Report to the class.
Advertising plays a major role in persuading consumers to buy certain products and services.	Illustrate advertising used in the clothing industry (C)	Look in magazines to find examples of clothing advertisements. Describe clothing advertisements from television or radio.
	Discover who benefits from information gained from various advertisements (Ap)	Use examples of advertising in order to predict which people or firms would benefit from the information given.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Analyze the role of advertising in the apparel industry (An)	Outline the advantages and disadvantages of advertising in the apparel industry. Discuss how advertising has affected fashion change and has changed the number of people who are now affected by fashion.
	Illustrate available clothing and textile services (C)	Work in groups to survey the community, and give examples of services available from the clothing industry. Report to the class.
Fabric Consumption		
Industry and individuals contribute to fabric consumption.	List ways fabric is consumed (K)	Cite ways fabric is consumed. Examples: ready-to-wear garments, household uses, home sewing, space program, and auto and furniture industries.
	Give examples of various uses of fabrics (C)	Illustrate ways fabric is used by bringing examples to class or by finding pictures of examples in magazines or catalogs. Coordinating Experience: Ask a local fabric store to allow members of the class to prepare a display illustrating various fabrics from raw material stage to consumption.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Family Clothing Expenditures		
The amount of money available, as well as the quality and quantify of goods obtained for the money spent, affects family clothing expenditures.	Describe steps to consider when planning clothing expenditures (C)	Identify the steps in planning the family wardrobe. Examples: Take an inventory of clothing owned by each family member. Determine which garments should be discarded, renovated, or may be suitable for the coming season; determine what needs to be added to each member's wardrobe; what additional garments are desired by each member. Determine resources available to meet these needs; plan ways to meet as many of the needs and wants as possible, eliminating items or compromising where necessary.
	Show ways resources influence family clothing expenditures (Ap)	Study various references on amounts families at various income levels spend on clothing. Make a chart showing your findings.
	Analyze family clothing expenditures (An)	Study the clothing expenditures of a case situation family. What factors influenced their clothing expenditures? How much planning was done for clothing purchases? How much money was spent for each family member? What percentage of the family income was spent for clothing? Were all clothing needs met? Which clothing wants were met? What compromises were made? What might the family have done to increase the satisfaction derived from their clothing expenditures?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Propose a family clothing budget (S)	Study a family situation depicted in a case study. Determine the probable clothing needs and wants of each family member. Based on the family's income and their clothing needs and wants, plan a family clothing budget. Coordinating Experience: Work with your family to develop a family clothing budget for the coming season. Write a report of the results.

CONCEPT: Textiles

OVERALL OBJECTIVE: *Relate manufacture of various textiles to consumer needs (Ap)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fiber Characteristics		
Fiber characteristics determine fabric appearance, "hand," and uses.	State sources of natural fibers (K)	Define natural fibers. What are the major sources of natural fibers?
	List the common natural fibers (K)	Name common natural fibers from each major source, such as plant--cotton, flax, kapok, jute, ramie, and hemp; animal--wool, camel alpaca, cashmere, mohair, and silk; and mineral--asbestos.
	Describe common natural fibers (C)	Describe natural fibers by referring to selected references and viewing fabric samples. Make a bulletin board, displaying and labeling natural fibers. Suggested title: "The Back-to-Nature Fibers."
	Relate characteristics of natural fibers to their uses (Ap)	Prepare a chart showing characteristics and uses of natural fibers such as cotton, flax or linen, kapok, jute, ramie, hemp, pina, asbestos, wool, silk, cashmere, mohair, and camel.
Common characteristics of man-made fibers include hydrophobic, thermoplastic, and resistant to mildew and insect damage.	State the meaning of man-made fibers (K)	Define man-made fibers. Examples: Man-made fibers include all those made in the laboratory. There are two types of man-made fibers: those made from materials produced in nature and those synthesized from chemical compounds.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	List man-made fibers (K)	Name man-made fibers. Examples: fibers from natural sources--rayon, acetate, triacetate, glass, metallic yarns, and rubber; fabrics from chemical sources--nylon, polyester, acrylic, modacrylic, olefin, spandex, anidex, and saran.
	Describe man-made fibers (C)	Characterize man-made fibers by observing and discussing fabric characteristics in class. Examples: weight and strength, ease of care, resistance to weather exposure, durability, and comfort. Make a bulletin board displaying labeled man-made or synthetic fibers. Suggested title: "It Can Be Nice to Fool Mother Nature."
	Relate characteristics of man-made fibers to uses of them (Ap)	Discover characteristics and uses of man-made fibers. Use selected references and fabric samples as guides. Include rayon, acetate, triacetate, nylon, polyester, acrylic, modacrylic, and spandex.
Natural and man-made fibers may be combined to alter fabric characteristics.	Define fiber blend (K)	Locate and cite a definition of fiber blends. Example: different fibers which are blended together to improve appearance and performance of the fabric.
	Give examples of fiber blends (C)	Look at labeled samples of fabric, and describe to the class some common fiber blends. Example: polyester and cotton.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate various fiber blends to possible uses (Ap)	Discover uses of various blends by examining garments made from the blends. Why are fiber blends used in these garments? Coordinating Experience: Find out what fibers most of your clothes are made from. How many are made from natural fibers? Synthetic fibers? How many are fiber blends?
Yarn Structure		
A yarn is a continuous strand of fiber held together for the purpose of making a fabric.	Define yarn and ply (K)	Use selected references to define yarn and ply. State differences between simple and complex yarns.
	Describe simple and complex yarns (C)	Find examples of simple and complex yarns. Cite reasons each example was classified as being made of either simple or complex yarns.
	Show fabrics made of various yarns (Ap)	Display for the class, fabrics made from simple and complex yarns. Surmise differences in appearance, content, and construction of the two types of yarn used in the fabrics.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fabric Construction		
Weaving is the interlacing of two or more yarns at right angles to each other.	Define terms related to weaving (K)	Find definitions in selected references of terms used in weaving. Examples: "weaving," "warp yarns," "filling yarns," "selvages," "loom," and "shuttle." Record the definitions.
	Describe various weaves (C)	Use strips of paper to illustrate various weaves. Examples: plain, satin, twill, basket and herringbone. Use observation of actual fabrics as a guide.
		Use graph paper and colored pencils to chart various weaves.
Thread count tells the number of warp and filling yarns per square inch in a fabric.	Interpret the importance of thread count (C)	Explain the meaning of thread count in fabrics. What is the advantage of a high thread count? When might a low thread count be desirable?
	Compute thread count (Ap)	Use a pick glass to discover the thread count of certain fabrics. Count the warp and filling yarns per inch, and add the two.
	Relate thread count to fabric appearance and use (Ap)	Observe fabric swatches to discover that thread count affects fabric characteristics. Examples: durability, quality, shrinkage, shape, strength, and appearance.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Differentiate among various types of weaves (An)	Determine the types of weaves represented in various fabric samples. Label and mount each fabric sample.
Knitting is a process which forms fabrics by continuous interlooping of one or more yarns.	Define knitting (K)	Use selected references and samples to define "weft knits" and "warp knits."
	Illustrate various types of knits (C)	Give examples of various types of knits by labeling and displaying fabric samples. Examples: "purl," "rib," "tricot," "raschel," "double," "textured," "bonded," and "stretch" knits.
	Show uses of various knitted fabrics (Ap)	Observe a variety of items made from knitted fabric to discover uses of the various types of knits.
Nonwoven fabrics are produced by a variety of methods.	Identify methods used in making nonwoven fabrics (C)	Study selected references to identify methods for making nonwoven fabrics, such as lacing, braiding, felting, bonding and webbing. Record conclusions.
	Illustrate nonwoven fabrics (C)	Find examples of nonwoven fabrics that you use. Examples: felt for skirts, vests, hats, house slippers, tablecloths, pool table covers, and Christmas decorations; bonded and webbed for interlinings, interfacings, accessories for costumes, diapers, baby bibs, dental bibs, and disposable clothing.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fabric Finishes		
Fabrics may require various finishes to make them ready for use and acceptable to the consumer.	Define fabric finish (K)	View a filmstrip or read selected references in order to cite a definition of fabric finish.
	Describe functional finishes (C)	Give examples of functional finishes applied to fabrics to allow them to perform specific functions. Examples: finishes that encourage fabrics to be moth resistant, permanently pressed, anti-static, stain resistant, waterproof, flame retardant, shrink resistant, or drip dry. Look at finish labels, and make a list of brand names which identify the various functional finishes.
Finishes may be applied to fabrics to control shrinkage.	Explain fabric finishes that control shrinkage (C)	Cite examples of garments or fabrics that have shrunk as a result of washing in hot water, rinsing in hot water, or drying at a high temperature. Shrink samples of fabrics in class.
	Give examples of shrinkage-control finishes (C)	Use examples and selected references in order to discover various methods of shrinkage control. Examples: chemical treatments and mechanical treatments.
	Relate shrinkage control to fabric use and care (Ap)	Discover the extent to which a fabric is successfully treated for shrinkage by washing and drying samples of that fabric several times. Observe shrinkage, if any, and measure the amount.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Permanent and temporary finishes may be applied to fabrics to change appearance and attractiveness.	Name aesthetic finishes (K)	Define aesthetic finishes. List on a transparency, aesthetic finishes such as napping, bleaching, calendaring, sizing, and mercerizing. Outline procedures used in applying each finish.
	Illustrate aesthetic finishes (C)	Use fabric samples to illustrate finishes that are considered aesthetic. Which aesthetic finishes are permanent and which are temporary?
	Describe permanent and temporary finishes (C)	Consult selected references in order to define and explain permanent and temporary finishes. Use fabric samples to illustrate finishes which are permanent and those which are temporary.
	Explain the purposes of various finishes (C)	Cite reasons various finishes are applied to fabrics. Illustrate on a bulletin board the purposes of fabric finishes. Suggested title: "Fabric Finishes -- Why?"
	Relate fabric finishes to fabric use (Ap)	Predict possible uses of fabrics with various finishes. Prepare a poster which illustrates fabric uses.
Fabric finishes affect the type of care a garment requires.	List functional finishes that produce easy care garments (K)	Study fabric labels, transparencies, or a filmstrip in order to discover and list finishes that make fabrics easy to care for. Include permanent press, soil repellent, soil release, anti-static, and moth repellent.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain the purposes of easy-care finishes (C)	Read sample labels from fabrics and garments, and summarize the purposes of various easy-care finishes.
	Demonstrate characteristics of fabrics with easy-care finishes (Ap)	Predict the characteristics of fabrics with specific finishes. Use a list of easy-care finishes for reference.
Dyeing and Printing		
Pigments and dyes of natural or synthetic origin are used for dyeing and printing processes.	Define "pigment" and "dye" (K)	Consult selected references in order to define "pigment" and "dye."
	Give examples of natural and synthetic dyes (C)	Describe natural and synthetic dyes. List various pigments and dyes. Include acid, basic, direct, axoic, mordant, chrome, copper, sulfur, vat, dispersed, reactive, and pigment. Classify each example according to whether it has a natural or synthetic origin.
Dyeing is a process of applying color or colors to fiber, yarn or fabric.	Define dyeing (K)	Brainstorm in order to define "dyeing."
	List types of dyeing processes (K)	Read selected references in order to identify various methods of dyeing. Examples: solution, fiber, yarn, piece, cross, and union dyeing.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Explain various dyeing processes (C)	Outline the procedures for the various types of dyeing processes. Illustrate the dyeing processes in an interesting manner. Present to the class.
	Demonstrate a dyeing process (Ap)	Work in groups to complete a tie-dyeing project. Consult selected references for description of methods and procedures. Coordinating Experience: For FHA, conduct a drive to collect used, washable clothing to be dyed as a means of renewal. Complete necessary mending, and donate to a charity organization.
Printing is the application of color and pattern to fabric surfaces.	Define "printing" (K)	Read selected references, and state the meaning of "fabric printing."
	List various printing processes (K)	Review references in order to list various methods of printing. Examples: discharge, duplex, flock, resist, photographic, block, roller, stencil, screen, rotary screen, warp, and hand printing.
	Illustrate printed fabrics (C)	Collect printed fabric samples from sewing scraps, garments, or remnants. Label samples with the printing process used for applying the design. Display samples.
	Describe various printing processes (C)	Describe a method of printing used to apply design to specific fabric samples. Share with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Demonstrate methods of hand printing (Ap)	Work in groups to prepare a demonstration for the class of methods of hand printing. The art teacher may serve as a reference person. Examples: screen printing, block printing, and hand printing.
	Distinguish between dyeing and printing (An)	Determine whether fabric samples have been printed or dyed. Discuss responses with classmates in order to point out differences in opinions. Justify conflicting responses. Analyze viewpoints, and determine the correct classification.
The type of colorfastness needed depends on the use and care of the fabric.	List types of colorfastness (K)	Brainstorm to list types of colorfastness found in clothing. Examples: colorfastness to sunlight, laundering, fumes, crocking, and perspiration.
	Explain ways to test for colorfastness (C)	Read selected references. List tests that can be performed to indicate the presence or absence of various types of colorfastness
	Demonstrate fabric colorfastness (Ap)	Divide into groups, and perform experiments to show the colorfastness of fabrics which are dyed or printed by specific methods. Examples: wash fabrics in water of varying temperatures; expose to varying amounts of light for different periods of time; or wet fabric to observe crocking.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Associate colorfastness with fiber content and method of color application (An)	Prepare a chart showing methods of color application and types of colorfastness demonstrated by fabrics of various fiber content. Point out the types of colorfastness resulting from specific methods of color application.
	Relate colorfastness to fabric use and care (Ap)	Predict types of colorfastness desirable for various garments. Example: An evening dress does not need to be colorfast to sunlight.
Design		
Designs in fabrics are of two basic types, structural and decorative.	Identify structural and decorative designs (K)	Define "structural design" and "decorative design." View garment and fabric samples to recognize various fabric designs.
	Illustrate structural and decorative designs (C)	Find examples of structural and decorative design. Display samples, and label them as structural or decorative designs. Explain characteristics that differ between the two types of design.
Designs provide variety in fabrics, and influence suitability for specific purposes and occasions.	Relate fabric design to use (Ap)	Predict the importance of design in selecting fabrics. Examples: pleasing appearance, decorative value, permanence of fabric design, and effect of design on wearer.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Determine fabric designs appropriate for specific uses (An)	Analyze fabric designs for specific garments, such as evening wear, children's clothes, scarves, ties, and school clothes. Point out fabric samples appropriate for specific garments. Give reasons for your choices.
	Develop criteria for judging fabric designs (S)	Devise a chart for appraising fabric designs. Use selected references and manufacturers' labels as aids in composing and organizing criteria for judging fabric designs.
	Judge fabric designs (E)	Evaluate fabric designs by using criteria chart devised in class. For what purposes would each fabric design be appropriate? What construction problems would each entail? Why?
Labels		
Brand names help to identify a new purchase with satisfactory or unsatisfactory purchases in the past.	Identify brand names on various labels (K)	Observe labels, and locate brand names. Cite additional examples of brand names.
	Explain the purposes for brand names appearing on labels (C)	Cite reasons for labeling products with brand names. Examples: Brand names serve as buying guides, are required by law, and give clues to quality and cost.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate brand names to past experiences with fabrics or garments of the same brand (Ap)	Divide into small groups to make a list of characteristics common to familiar brands of fabrics and garments. Should you always shop for the same brands? Why or why not?
Good labels give information about fiber content, wearability, and care requirements undetectable in the appearance of the garment.	Give examples of information on various labels (C)	Bring to class, clothing and fabric labels. Examples: tags sewn in garments, paper hang tags, labels printed on packages containing clothing or sewing items, and labels stamped on fabric or woven into selvage edges. List information which is required by law on clothing or fabric labels. In addition to the above information, what other voluntary information does the National Consumer Retail Council suggest be printed on labels? Coordinating Experience: Examine labels on your clothes, on your family's clothes, or on the bolt of fabric you are considering purchasing. What information did you find? How can this information be used in caring for garments?
	Construct informative labels (Ap)	Show examples of informative labels, poor labels, permanent labels, and detachable labels. Evaluate the effectiveness of

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		each. Prepare an informative permanent label for a junior sportswear item. Prepare an informative label to accompany piece goods.
Effective use of label information may contribute to satisfactory clothing decisions.	Show how label information may affect clothing decisions (Ap)	Discuss clothing-selection experiences which demonstrate the effects of label information on clothing decisions. Examples: garment was purchased because of its brand name; decision to buy a fabric was influenced by care information; and the decision to buy a garment was influenced by fiber content.
Clothing labels may include information in addition to that required by law.	Distinguish between mandatory and voluntary label information (An)	Analyze labels, and determine which information is mandatory and which is voluntary. Compare your findings with those of classmates.
	Develop guidelines for evaluating labels (S)	Plan guidelines for aiding the consumer in judging labels. What information should be found on permanent labels? What information should be included on detachable labels? Should all the information be included on one label? Explain.
	Compare clothing items on the basis of label information (E)	Study an assortment of clothing and piece goods of different qualities. Study the labels which accompanied the items. Match

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		the labels with the items, and check your answers. Evaluate effectiveness of the labels by answering the following questions: Did the labels give enough information? Did the labels indicate quality of the items? Did higher-priced items have more informative labels than lower-priced items?

CONCEPT: Advanced Clothing Construction

OVERALL OBJECTIVE: *Analyze techniques used for tailoring a garment (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fashion Design		
Imagination and artistic talents may be expressed through garment construction.	Name ways patterns may be changed to make new designs (K)	List ways that patterns may be changed to make new designs. Examples: combining patterns; adding construction details; adding decorative details; and redesigning necklines, collars, sleeves, skirts, and belts.
	Illustrate new designs resulting from pattern changes (C)	Work in groups in order to describe ways of changing patterns to make new designs. Examples: Find two patterns that may be combined to form new designs. Illustrate construction details that may be added to specific patterns. Give examples of decorative details that may be added to specific patterns; illustrate changes that may be made on necklines, collars, or sleeves of specific patterns. Share with the class.
Clothing is a medium for artistic perception and expression.	Identify ways creativity may be expressed in clothing (K)	Observe people or pictures displaying entire outfits including accessories. State ways in which these people have expressed creativity in their clothing.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of artistic clothing designs (C)	Observe magazine illustrations of clothing designs. Do some clothing ensembles appear more creative or artistic than others? Why? Select one illustration, and list details which make the ensemble exhibit creativity and artistic appeal.
An individual wearer's body type and figure type may necessitate special consideration in selection and modification of clothing designs.	Discover ways of adapting clothing designs to individuals (Ap)	Show changes that may be made on a basic outfit to make it suitable for specific individuals of varying body types or personality types.
	Analyze designs for specific individuals (An)	View a selected group of garment designs. Read case studies about figure types and personalities of specific persons. Point out the designs which are best suited to each person in the case studies. Give reasons for your selections.
	Create a clothing design for a specific individual (S)	Modify the design of a garment depicted in a magazine illustration, and make it more acceptable for a specific figure. Display the modified designs.
	Evaluate creative clothing designs for specific individuals (E)	Appraise modified clothing designs on the basis of creativity, originality, and artistic expression. Is the new design appropriate for the individual for whom it was designed? Justify your answers.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Give examples of decorative details which may be added to garments during construction (C)	Look at garments, and describe decorative details which were added during construction. Examples: tabs, pockets, rick-rack, appliqués, buttons, piping, beading, bows, scarves, ties, flaps, braid, lace, and edging.
	Explain functions of decorative details (C)	Explain the functions of specific decorative details. Examples: Pockets for holding small items and buttons for closing garments. What is the main function of most decorative details?
	Predict the suitability of various decorative details to specific garments (Ap)	Select decorative details suitable for specific fabrics and garments. Examples: Select lace appropriate for a baby's dress, a cotton blouse, and a satin blouse; select braid for a denim vest, a wool tweed vest, and a velveteen vest. Coordinating Experience: Update a garment in your wardrobe by adding decorative details.
Major Pattern Alterations		
Pattern alterations solve problems related to garment length, width, and overall size.	Illustrate major pattern alterations (C)	Read selected references, and summarize general steps for making pattern alterations. Work in groups to describe methods for making specific pattern alterations. Examples: enlarging, decreasing,

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		lengthening, and shortening areas such as necklines, shoulders, armholes, sleeves, bust, back, hips, abdomen, crotch, and legs.
	Demonstrate major pattern alterations (Ap)	Refer to selected references in order to discover steps for making pattern alterations. Work in groups to perform major pattern alterations. Show to the class.
	Point out advantages and disadvantages of making major pattern alterations (An)	Outline reasons for and against making pattern alterations. Chart reasons. What are some alternatives to making pattern alterations?
	Propose guidelines for making major pattern alterations (S)	Refer to references and class presentations to compile a class list of guidelines for making and evaluating pattern alterations. Organize guidelines into a check list to use in evaluating pattern alterations.
	Appraise major pattern alterations (E)	Judge pattern alterations according to a your check list.
Advanced Construction Techniques		
Interfacings give body and support to the appearance of the finished garment.	Summarize steps for applying interfacings (C)	Review references concerning interfacings. Label areas of garments that may require interfacing. Discuss purposes of

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		interfacings. Explain how to select interfacing. Illustrate the steps for preparing and applying interfacings to various areas of garments.
	Demonstrate ability to select appropriate interfacing fabrics (Ap)	Show appropriate and inappropriate interfacing fabrics for specific fabrics and purposes.
	Analyze usefulness of of various types of interfacing (An)	Experiment with various types of interfacing to determine quality and suitability for different purposes. Determine advantages and disadvantages of each. Record results of your experiments.
Underlining contributes a sculptured look to a garment.	List fabrics suitable for underlining (K)	Identify sample fabrics that are suitable for underlining. Examples: batiste, muslin, organdy, organza, taffeta, and sheath lining.
		View a filmstrip on underlining and lining a garment. Name types of fabric desirable for use as underlining.
	Summarize procedures for applying underlining (C)	List steps for applying underlining. Work in groups to make an example illustrating one step in applying underlining. Arrange the examples in order, and display for future reference.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Relate selection of underlining fabric to outer fabric (Ap)	Discuss characteristics of underlining used in sample garments. Example: Underlining is lighter in weight than outer fabric. Show underlining fabrics which are suitable for specific outer fabrics. Give reasons for your choices.
	Demonstrate ability to underline a garment (Ap)	Apply underlining to a garment, using appropriate techniques.
	Point out advantages and disadvantages of underlining garments (An)	Determine advantages and disadvantages of underlining. Example: advantages--adds shape to the garment, eliminates "see-through look" of thin fabrics, reduces wrinkling, and lengthens life of garment by protecting the outer fabric from abrasion; disadvantages--requires more work, is more expensive, and makes the garment heavier.
	Distinguish between underlining and interfacing (An)	Point out the differences between underlining and interfacings. A garment featuring both may be used. Discuss findings in class.
Lining contributes to a smooth feel and gives a finished appearance to a garment by covering the raw edges.	Select fabrics suitable for lining (K)	Examine samples of linings, and identify characteristics of lining fabrics. Name fabrics suitable for linings. Examples: cotton, crepe, fake fur, lawn, sheath lining, and taffeta.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Illustrate steps in making linings (C)	List and describe steps for lining a garment such as a jacket, a pair of slacks, or a dress with waist and sleeves.
	Construct a lining for a specific garment (Ap)	Apply lining to a garment, using techniques illustrated in class or shown on the pattern guide sheet.
	Distinguish between lining and underlining (An)	Point out the differences between lining and underlining by viewing a garment featuring both. Discuss findings in class.
	Point out the advantages and disadvantages of lining a garment (An)	Determine advantages and disadvantages of lining a garment. Examples: advantages--prolongs life of garment, prevents stretching, preserves shape, conceals construction details, adds warmth, adds body, and reduces wrinkling; disadvantages--requires greater skill in clothing construction, takes more time, and is more expensive.
	Develop a rating scale for evaluating advanced construction techniques (S)	Divide into groups, and develop a rating scale to be used in evaluating the construction on garments made in class. Share group rating scales with classmates, and develop a class rating scale based on ideas from each group.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Evaluate advanced construction techniques (E)	Judge the construction techniques applied in garment construction. Each student should score the garment he constructed and that of a classmate, according to a construction rating scale. Justify each rating.
When appropriately chosen and neatly applied, trims may complement garments.	Name trims which may be purchased or made (K)	Study references and visit fabric departments in order to find trims which may be made or bought. Make a class list of them. Include decorative hand-and machine-stitching, piping, scallops, points, loops, appliqués, lace, ruffles, bows, beading, pockets, and belts.
	Describe procedures for making or applying various trims (C)	Observe someone making or applying trims, or study selected references on trim. Outline steps in making and applying various trims.
	Establish guidelines for appropriate uses of various trims (C)	Study magazine pictures or pattern books, and suggest trims which would be appropriate for various garments. List do's and dont's for using trims.
	Demonstrate making and applying specific trims (Ap)	Make various trims, and apply them to a garment, using correct procedures.
		Coordinating Experience: For FHA, present a short demonstration illustrating how trims can change the appearance and appropriateness of various garments.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Coordinating Experience: Update a garment in your wardrobe by applying appropriate trim.
A garment and the trim on it should be comparable in care required, durability, and degree of formality.	Analyze trims according to their appropriateness for specific garments (An)	Determine through group discussion the appropriateness of specific trims for various garments. Consider the following factors: care required for trim and garment, cost of trim in relation to cost of garment, type of trim in relation to type of garment, amount of trim, and purpose of trim.
	Plan trims for specific garments (S)	Propose trim for specific garments. Use samples of trim, and coordinate with pattern samples or garments. Examples: on a formal--beading, banding; on a blazer jacket--braid; on beach wear--fringe and pom poms; on peasant dress--figure braids or bands; and on children's clothing--rickrack and edging.
	Evaluate trims on garments (E)	Evaluate the trim used on specific garments. Base your evaluation on suitability for the garment, neatness of application, achievement of desired affect, and requirements.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Professional Processes		
Professional help is available for clothing alterations and maintenance.	List professional services available for altering and maintaining clothing (K)	Read the newspaper and the yellow pages in the phone book, and cite services available in the community for altering and maintaining clothing. Examples: cleaners, tailor shops, laundries, professional home alterations, store alterations, storage, and preservative treatment.
	Describe situations in which professional services for alterations and maintenance are needed (C)	Discuss family situations in which professional clothing services are needed Examples: major alterations of ready-made clothing; major alterations of clothing worn by various members of a family; cleaning and repair of family clothing items when the family members lack the time or the skill to do the tasks themselves; cleaning and storing expensive garments and keepsakes, such as wedding dresses.
	Construct a chart showing specific alteration and maintenance fees (Ap)	Work in groups, and interview the owners or managers of businesses providing various clothing alteration and maintenance services in a particular town. Find out the cost of various types of maintenance and alterations. As a class, prepare a chart which shows the various costs. Examples: putting in hems, buttonholes, or zippers; fitting garments; and cleaning and storage of various pieces of clothing, including suede and fur pieces.

CONCEPT: Relating Clothing and Textiles to Career and Job Opportunities

OVERALL OBJECTIVE: *Determine preparation needed for clothing-related jobs (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Opportunities for Employment		
Knowledge of opportunities for employment in professional clothing-related occupations contributes to successful career planning.	Name opportunities for employment in professional clothing-related occupations (K)	Brainstorm in order to identify opportunities for a profession in clothing-related occupations. Include fashion design, merchandising, television or radio, journalism, patternmaking, traveling as an industry representative, textile research, teaching, extension service, fashion illustration and photography, fabric or dress shop sales, modeling, and serving as a museum curator, or fashion coordinator.
	Describe the responsibilities of persons in professional occupations related to clothing (C)	Consult counselor's guides or interview a professional in a specific clothing-related occupation in order to interpret the responsibilities of persons in that occupation. Summarize findings in a written report, or report findings in class through mock interviews or skits. Coordinating Experience: For FHA, present a program on clothing-related occupations. Make a bulletin board depicting the variety of jobs available. Suggested title: "Clothing: Careers that Count."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Show how information about various careers may aid in successful vocational planning (Ap)	Apprentice yourself to a person employed in a profession related to clothing and textiles for a day or a week to learn as much as you can about that career. Report to the class how the knowledge gained could aid you in planning your own career.
Educational Preparation		
Employment in professional clothing-related occupations requires specific levels of education and training.	Describe the types of education necessary for specific clothing-related occupations (C)	Choose a clothing-related occupation that interests you. Consult a resource person or reference materials in the counselor's office for information concerning this occupation. Describe the education necessary for the occupation.
	Construct a chart showing types of education necessary for employment in specific clothing-related occupations (Ap)	Prepare a class chart showing the various types of educational preparation necessary for specific clothing-related occupations. Post findings in a showcase or in a hall in the school.
Because of the complexity of business and industry today, job advancement is facilitated by continuous learning.	List factors contributing to job advancement in clothing-related positions (K)	Name factors which will help you move up in a clothing-related job. Examples: experience, skills, efficiency, ability to get along with people, adaptability, and enthusiasm.
	Give examples of factors influencing job advancement (C)	Interview persons employed in clothing-related occupations to learn what factors they feel have contributed most to

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		their occupational advancement. Determine which factors contribute most to advancement in occupations related to clothing.
	Relate the role of education in job advancement in a clothing-related field (Ap)	Read in selected references or view films, filmstrips, or transparencies in order to discover the relationship between education and advancement in certain clothing-related jobs.
Clothing-related occupations may be a means of satisfying creative and financial needs and providing personal satisfaction.	Identify creative abilities related to clothing (K)	List creative abilities that may be useful in clothing-related occupations. Examples: artistic talents, imagination, creative use of skills, insight into use of elements of design, and ability to predict fashion trends.
	Illustrate how creativity in design and construction are used in clothing-related occupations (C)	Invite a resource person to speak to the class on creative aspects of clothing-related occupations. List ways that cretivity is used in clothing-related occupations. (NOTE: The resource person could be a clothing consultant from the extension service, a buyer from a local store, a fashion coordinator, or a model.)
	Predict satisfactions which may result from clothing-related occupations (Ap)	Ask resource persons to describe satisfactions that may be gained from working in clothing-related occupations. Based on your findings, relate various satisfactions to specific occupations.

Homemaking IV

CONCEPT: Significance of Clothing

OVERALL OBJECTIVE: *Analyze the interrelating factors which make clothing significant in today's world (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Cultural Aspects of Clothing		
Dress reflects the combination of cultural elements that characterize the society as a whole.	Recognize cultural variations in dress (K)	Study references regarding clothing customs of various cultures. Match the clothing of people depicted in magazine pictures to the country or culture to which they belong. Examples: Indian women with faces covered; tunic and trousers of Chinese; and hat and cane of British. Identify obvious variations in dress from one culture to another.
	Illustrate cultural variations in dress (C)	Give examples of ways dress varies in different cultures. Explain the effects of climate, religion, natural resources, and patterns of living on dress in various cultures. Sketch or trace an example of dress typical of a specific country. Interpret your illustration for the class. Make a display or bulletin board of class members' sketches. Suggested titles: "Variety Is the Spice of Life" and "Dress: A World-Wide Whirl."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		View a film which illustrates why dress varies from one culture to another. Discuss the influences of history, climate, natural resources, and religion on dress in a given culture.
	Show aspects of clothing of a specific culture (Ap)	Select a culture of interest to you. Construct a "Fashion Calendar" showing fashions which were prominent for specific seasons of one year or for one season over a ten-year period. What factors influenced the fashion changes?
Dress reflects the politics, economics, and religious customs of the times in which they were worn.	Identify the importance of historical costume study (K)	Brainstorm to cite reasons for studying historical costumes. Recognize that clothing reflects the social behavior and uniqueness of each society in history.
	Describe how fashion repeats itself in history (C)	Give examples of repetition of styles and silhouettes throughout history. Find pictures of historical costumes and dresses of today that have similar characteristics Examples: similarity in style, silhouette, collars, sleeves, hemlines, or waistline.
		Work in teams to view pictures of historical costumes. As each picture is shown, the first team to have a member ring a bell has an opportunity to give an example of a similar style from today's fashions. One point is scored for each correct answer.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Show ways history has influenced dress in a given culture (Ap)	Study historical costumes or pictures of historical costumes in order to discover reasons those costumes were popular in their times. Examples: Dior's "New Look," Napoleonic costume, and Victorian costume. Use selected references and library materials as guides. Take a field trip to a museum to observe historical costumes of various periods of time. Relate life styles and social mores to a specific costume viewed in the museum. Prepare a class presentation explaining how a specific costume reflects the time in which it was worn. Ask your history teacher for help in locating historical data. Coordinating Experience: For FHA, present a style show which pairs historical costumes and recurrences of those styles in today's clothing fashions. Include information in the commentary about the period in which the historical costumes were worn.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Clothing may be an indicator of social status.	Define social status (K)	Brainstorm to record a composite definition of social status. Example: feelings of recognition, approval, or belonging. Refer to a dictionary or other reference before finalizing your definition.
Clothing symbolizes man's status in society and secures recognition, approval, and identification for the individual.	Describe ways clothing has been used to designate status throughout history (C)	Work in committees and use selected references to illustrate ways clothing has been used to designate status. Summarize findings for the class.
	Show how clothing reflects status (Ap)	Study clothing symbolism. Use the information gained to demonstrate ways clothing has historically designated status. Present your information to class. Examples: crowns worn by kings, robes worn by church leaders, academic gowns that mark one's degree, sorority pins, and adornment of skin to show bravery of warriors.
		Use appropriate clothing-related props to pantomime a historical character. Let classmates guess the character's status in society. What cues indicated status in each situation?
	Point out social status indicated by a specific costume (An)	Study pictures of people in various costumes past and present and associate what the people are wearing with the status represented by their dress.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Changes in clothing may be used to indicate changes in roles.	Explain cues clothing gives to one's role (C)	Review the definition of role. Participate in a circular response to give examples of clothing characteristics which indicate a person's roles. Play spin-the-bottle to describe ways clothing cues may indicate roles. The person who spins the bottle gives a clothing cue as the bottle spins. When the bottle stops, the person to whom it points names a role he thinks the cue indicates and summarizes reasons for his response. He then spins the bottle and gives the next cue. Play until a number of roles have been discussed. Illustrate on a bulletin board clothing cues which may reflect one's role. Suggested title: "The Roles People Play."
Various clothing types and designs are often associated with specific roles of the persons wearing the clothing.	Relate specific clothing to the role of the wearer (Ap)	Study magazine or newspaper illustrations depicting persons wearing various types of clothing. Speculate on the role of each model. Justify your response. Examine the conclusions of your classmates. For what roles would each garment be suitable?
	Analyze ways a specific person dresses for the various roles he plays (An)	Think of the different roles you play in your life. Determine the clothes you wear for each role. How do you use clothes to indicate the role you are playing? How might you more effectively coordinate dress with specific roles?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Point out ways you think other persons might dress in their various roles. Examples: policeman, waitress, nurse, stewardess, military personnel, doctor, farm worker, actor, secretary, or model. Determine clothing which would be appropriate for various roles you will play during the next few years. Consider such roles as student, newlywed, and employee.
The rate of fashion change is related to social changes.	Identify social changes which have occurred since 1900 (K)	Read selected references, old newspapers, novels, or short stories, and list in class social changes which have occurred in this century. Invite several elderly persons in your community to speak to your class on social changes they have seen in their lifetime. List the changes mentioned.
	Explain ways social changes may influence dress (C)	Review references to give examples of ways social changes have influenced dress in the past twenty years. Estimate reasons the social changes have had such effects. Share ideas with the class.
	Relate social changes to changes in fashions during a given period (Ap)	Choose a specific period in history and study the social changes and costumes of that period. Discover the social changes that were partially responsible for

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		changes in fashion. Example: Roaring 20's--flapper costumes. What social changes followed the period causing dress patterns to again change?
Clothing is an expression of individual and social values.	Illustrate ways various values may be reflected through clothing (C)	Study pictures of persons wearing various types of clothing. Interpret values and personality traits each person's clothing indicates. Discuss interpretations with the class.
	Relate values to clothing decisions in given situations (Ap)	Use a case study describing an individual's values and personality traits to predict the type of clothing he or she would choose. Cut pictures from magazines to illustrate predicted clothing decisions, and show them in class.
	Determine current clothing values (An)	Work in groups to outline values which are reflected in clothing today. Example: Because leisure is valued, more casual clothes are worn. Share your ideas with the class.
	Analyze effects of changing values on dress (An)	Outline ways values may affect dress. Determine ways dress would be affected if the values changed.
Clothing norms with moral connotations are part of society's mores.	Define mores (K)	Consult selected references to cite a definition for mores. Example: social norms that carry the connotation of being morally or ethically "right" or "wrong."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Summarize effects of mores on dress (C)	Describe ways that mores or social laws affect dress. Illustrate with pictures or reports of observations. Examples: accepted norm for decency or modesty, what our society considers "indecent exposure," and the acceptability of pants for women.
	Show how mores vary from one culture to another (Ap)	Use selected references and observations from television and movies to discover how social laws affecting dress vary from culture to culture. Share your findings with the class. Examples: Parts of the body considered taboo to reveal in one culture are accepted in another culture. Covering the face is required by the mores in some cultures.
	Analyze changes in mores in American history (An)	Use selected references and pictures from history of costume books to outline changes in mores in American history that have affected dress codes. Work in groups and point out these changes to the class.
Clothing customs are manners and practices of dress that are transmitted from one generation to another.	Define clothing customs (K)	Invite a guest speaker who has visited, lived in, or studied other countries to give your class information about clothing customs in various countries. Cite a definition of "clothing customs."

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Consult selected references to define clothing customs. Example: clothing styles that change more slowly than the styles of fashion.
	Interpret clothing customs of various cultures (C)	Work in groups to illustrate differences in dress appropriate for specific occasions in different countries. Share with the class. Examples: wedding attire, dress for ceremonial occasions, and religious robes.
		Summarize the use of pants vs. skirts for women and men in our culture and others.
Both deliberate and unintentional means contribute to the transmission of clothing customs.	Discover how clothing customs are transmitted (Ap)	Relate mass communications and mobility to the transmission of customs from one culture to another. Discover clothing customs in our society today which originated in other cultures.
		Use pictures and illustrations to show clothing customs that have been passed down from generation to generation in our country. Predict reasons these customs have been transmitted rather than being dropped.
	Analyze cultural significance of clothing (An)	Conduct research to determine the cultural significance of clothing in various countries or regions within a country. Of

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		what importance is clothing in each culture? Determine whether the culture emphasizes individuality or conformity in dress.
Interrelationship of Various Aspects		
Social, psychological, physiological, and cultural aspects are interrelated in their influence on clothing decisions.	Give examples of the interrelationship of various aspects of clothing (C)	Think of a recent clothing purchase you have made. After studying factors that influence clothing decisions, describe the aspects that affected your clothing decision in some way.
	Show the interrelationship of social, psychological, physiological, and cultural influences on clothing decisions (Ap)	Imagine you live in another part of this country or in another country. Decide the kinds of clothing you would buy. Relate your decisions to social, psychological, physiological, and cultural influences. Share findings with the class.
	Determine the effects of interrelated aspects of clothing in specific siutations (An)	Pretend that you wear a garment not normally worn in your town. Example: a Scottish bagpiper's kilt. Predict what the townspeoples' reactions might be. Point out factors which influence their feelings. Analyze the interrelationship of social, psychological, physiological, and cultural influences in the reactions. How might wearing this garment be accepted in other places or situations?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Propose a clothing decision based on interrelationship of various aspects of clothing (S)	Work in groups to review a case study describing an individual with a clothing decision to make. The description should include information about social, psychological, physiological, and cultural influences on the decision to be made; about the situation requiring the clothing decision; and about the field of choices from which the final decision will be made. Analyze and integrate the available information to suggest an appropriate course of action.
Economics of Textile Production		
The ultimate cost of textiles to the consumer is influenced by various factors.	Describe factors which influence textile production costs (C)	Summarize factors which influence the textile industry, such as new developments in textiles, raw materials available, techniques used in production, amount of diversification within large companies, legislation, and transportation.
	Show how the various steps in textile distribution affect the end product (Ap)	Discover steps in the process of manufacturing and distributing textiles that increase the cost of the finished product.
	Discover how legislation influences the economics of the textile industry (Ap)	Predict the effects of certain legislation on the cost of various textile products. Examples: cost of flame-proof finish on children's clothing and cost of proper labeling.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Point out developments in textiles which affect the consumer (An)	Study current publications to learn about issues in the textile industry that affect the consumer. How may the consumer be affected by the various issues and their immediate and long range implications? What actions, if any, should the consumer take concerning these issues? Report to the class.

CONCEPT: Consumer Aspects

OVERALL OBJECTIVE: *Analyze consumer protection and consumer responsibilities related to clothing (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Consumer Protection		
The clothing consumer is protected by government, private and business agencies.	Identify agencies which protect clothing consumers (K)	Refer to selected references to make a list of government, private, and business agencies which protect clothing consumers.
	Estimate the importance of protective agencies (C)	Describe specific services provided by protective agencies. Example: The American Institute of Laundering tests all washable fabrics.
	Discover the kinds of protection provided by various agencies (Ap)	Conduct library research on various agencies to discover the types of consumer protection services provided by each. Make a chart classifying the services provided by various agencies.
	Determine ways the clothing consumer may use protective agencies (An)	Point out services provided by protective agencies that may be of special benefit to you and your family. Share results with classmates. Study specific case situations and determine the protection the consumer needs and the agency providing that protection. What steps should the consumer take to secure the protection needed in each situation?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Government Legislation		
The government provides consumer protection of various kinds through legislative and enforcement agencies.	Identify kinds of protection provided through legislation (K)	Study references on textile legislation. Name federal laws affecting clothing consumers. Examples: The Wool Products Labeling Act, the Textile Fiber Products Identification Act, and the Flammable Fabrics Act.
	Explain effects of textile laws on consumers (C)	Summarize the primary provisions of federal laws affecting clothing consumers.
	Discover ways the consumer may use government legislation (Ap)	Predict how an individual may take full advantage of benefits provided by legislation protecting the clothing consumer. Show why the clothing consumer should be aware of related legislation and how it affects him.
	Point out steps a consumer may take when dissatisfied with specific legislation (An)	Work in groups to correspond with congressmen to determine how a consumer may best support or oppose legislation. Analyze the findings of each group to outline procedures he might follow.
	Plan consumer action for opposing legislation in a specific situation (S)	Develop a plan of action for voicing an opinion on specific legislation affecting the clothing consumer. Make a bulletin board depicting the procedure. Suggested title: "What You Can Do!"

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Appraise the degree of comprehensive consumer protection provided by existing legislation (E)	Assess the extent to which current government legislation provides comprehensive protection for the clothing consumer. In what areas is the consumer particularly well protected? In what areas are there voids or weaknesses in the protection afforded the consumer? Based on the results of this investigation, what additional legislation is needed to protect the clothing consumer?
Consumer Responsibilities		
The consumer must exercise his responsibilities to protect himself by improving standards and increasing consumer information.	Cite basic consumer rights related to clothing and textiles (K)	Name basic rights of the clothing consumer. Examples: the right to be informed, the right to safety, the right to choose, and the right to be heard.
	Explain responsibilities of the clothing and textile consumer (C)	Illustrate on a bulletin board or butcher-paper chart responsibilities of the clothing consumer. Examples: Be informed--analyze advertisements, seek information, check use and care instructions, keep up to date on developments, and use information when buying. Demand safety--examine products, inform retailer of poor performance, study care instructions, and guard against carelessness. Make wise choices--be selective, resist pressure, and practice comparative shopping. Be heard--write protest letters, suggest product improvements, express opinions to merchants, and know where to seek help.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Discover methods consumers may use to improve standards in the clothing industry (Ap)	Divide into groups to demonstrate procedures a consumer may follow when clothing does not meet expected standards. Demonstrate proper procedures for writing a letter of complaint to a department store concerning a garment which does not meet desired performance standards. What information should be included? What should be the tone of the letter? To whom should the letter be sent?
	Show ways of increasing consumer information (Ap)	Brainstorm to show ways individuals can increase their knowledge as consumers. How can they ensure that information they need continues to be made available? Prepare a "consumer bulletin" for inclusion in a newspaper or a radio or television broadcast. Consider the types of clothing-related consumer information to be included. Examples: difficulty of subject matter, form of presentation, and interest value. What procedures are necessary to arrange for the news media to communicate the bulletin?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Sources of Information		
Consumer information may aid one in making decisions related to clothing and textiles.	Summarize sources of consumer information about clothing and textile industries (C)	Refer to periodicals in the classroom or school library to give examples of sources of consumer information, such as Consumer Report, Consumer Research, Today's Health, Changing Times, Good Housekeeping, and Parent's Magazine.
	Use consumer information to make specific clothing and textile decisions (Ap)	Use a variety of consumer references to predict "good buys" for specific clothing items. Examples: children's clothes, sleep wear, men's clothes, school clothes. Why do you consider each choice a wise consumer decision? Share your findings with the class.
	Determine sources of information appropriate for solving various consumer problems (An)	Point out ways of securing help with consumer problems. Outline the functions of the source of help, local address, and procedure by which one registers a complaint. Examples of sources: Better Business Bureau, Federal Trade Commission, and Food and Drug Administration.
Consumer information sources may vary in reliability, ease of use, and over-all helpfulness.	Develop criteria for evaluating sources of consumer information (S)	Organize criteria for evaluating sources of consumer information. Examples: reputation, extent to which the opinion of one source is confirmed by that of other sources, terminology, supporting evidence, and pictoral or verbal inferences.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Evaluate consumer information sources (E)	Appraise several consumer information sources according to developed criteria.

CONCEPT: Clothing Management

OVERALL OBJECTIVE: *Evaluate wardrobe plans (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Wardrobe Planning		
Consideration of personal clothing requirements may increase the effectiveness of wardrobe planning.	Describe wardrobe requirements for various students (C)	Give examples of clothing suited to students varying in age, body build, personality, and coloring enrolled in various post-secondary educational institutions. Explain the roles or activities for which each garment may be appropriate. Discuss variations in local customs.
	Relate student clothing requirements to wardrobe planning (Ap)	Prepare case studies to show how personal clothing requirements affect wardrobe planning. How do personal preferences and desires affect clothing requirements? How does planning based on personal requirements affect the satisfaction gained from your wardrobe?
	Illustrate clothing suitable for various types of employment (C)	Give examples of clothing suitable for various occupations requiring special clothing needs such as nurses, nurses' aides, waitresses, beauticians, bank employees, food service employees, military personnel, law enforcement employees, and airline employees. Illustrate clothing types and styles with pictures from uniform catalogs or garments provided by uniform shops. Share examples with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Interpret through a bulletin board clothing suitable for various employment activities. Suggested title: "Your Clothing May Tell What You Do."
A student's ability to plan and modify his wardrobe may facilitate wardrobe flexibility for occupational roles.	Relate clothing requirements for a specific occupation to present wardrobe (Ap)	Discover the suitability of a specific wardrobe for a designated occupation. To what extent does the wardrobe meet the clothing requirements of the occupation? What wardrobe changes may be necessary? Why?
Skillful wardrobe planning may contribute to an individual's success in a variety of roles.	Determine the role of effective wardrobe planning in job success (An)	List professions which are not identified by uniform wearing apparel. Examples: teachers, business executives, and secretaries. Point out through class discussion special considerations that may help these individuals in effective wardrobe planning for their work situations. Examples: clothing costs, care and maintenance of clothing, coordinated clothing, comfort, style, personal satisfaction, appropriateness of clothing and seasonal changes. What benefits does one gain from owning a well planned wardrobe? How may effective wardrobe planning affect one's job success?
	Give examples of appropriate clothing for personal and social activities (C)	Illustrate with pictures from magazines or pattern books appropriate clothing for personal and social activities in which you will participate after graduation.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Pictures may be arranged in a collage or notebook, then shared with classmates. Estimate ways one may inexpensively modify an existing wardrobe to make it appropriate for such activities.
	Show a wardrobe suitable for college or employment (Ap)	Relate items of clothing in your present wardrobe to personal interests, social activities, and wardrobe requirements for an employee, homemaker, or student.
Consideration of an individual's roles, activities, personality, figure type, personal preferences, and budget contribute to effective wardrobe planning.	Analyze a wardrobe for a specific person (An)	Work in groups to examine a wardrobe plan which includes illustrations of clothing items for a specific person described in a case study. Estimate the cost of the wardrobe. How does the wardrobe meet the person's needs? What additional clothing items should be included to meet the person's needs and preferences? What clothing items could be omitted? Why?
	Plan a wardrobe for a specific individual (S)	Develop a wardrobe for a specific individual in an occupation you admire or would like to pursue. Outline personal, social, and work activities in which the individual would be involved. Describe the individual's preferences, age, body build, personality, coloring, and present wardrobe. Compile illustrations of appropriate garments to be added to the wardrobe. Determine a budget to be used in

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		obtaining wardrobe items; base the budget on probable income. Based on the budget, estimate the period of time necessary to acquire the additional garments.
	Judge wardrobe plans for persons in various roles (E)	Develop wardrobe plans for specific individuals. Exchange plans with a classmate and evaluate his plan by answering the following questions: Does the wardrobe provide sufficient garments for day-by-day needs with some variety? Does the wardrobe contain accessories to make complete outfits. Does the wardrobe have a basic color scheme so that garments may be worn in many combinations? Are the garments attractive, becoming, comfortable, and appropriate for the wearer? Is the budget too extravagant for the person's income? Can the additional clothing items be purchased within the budget?
Clothing Care Experiments		
Experimenting with various clothing-care products aids the homemaker in determining which products best fit her needs.	List clothing care products (K)	Review commonly used clothing care products. Examples: spot removers, detergents, fabric softeners, bleaches, and fabric finishes.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe experimental procedures to test clothing care products (C)	Study references and summarize experimental methods for testing products such as detergents, stain removers, water softeners, and bleaches. Examples: 1) Use various brands of products, developed for similar purposes, on fabric samples varying in fiber content, fabric construction, and stains. 2) Vary water or iron temperature when appropriate. 3) Use products in hard and soft water. 4) Compare product results and prices in order to decide which products you prefer and which products are the best buys. 5) Repeat tests periodically in order to keep up-to-date with prices and new products.
	Use experimental procedures for testing various clothing care products (Ap)	Work in groups to demonstrate appropriate techniques for removing various stains, using detergents, and storing and handling clothing.
	Point out advantages and disadvantages of specific clothing care products (An)	Analyze clothing care products to outline the advantages and disadvantages of each. Consider the effects of the product or the appearance and life of the garment, the cost of the product, amount of work and time involved in use of the product, and the competence necessary to use the product properly.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Develop criteria for evaluating clothing care products (S)	Devise a chart for rating clothing care products. What points should be evaluated? How should they be rated?
	Compare various products used for specific aspects of clothing care (E)	Evaluate clothing care products by experimenting with products in the homemaking laboratory. Use a check sheet for rating the products. Compare the ratings of various products and conclude which products are the best buys and which products would be most appropriate in sample situations.
Major Clothing Equipment		
Knowledge about major clothing equipment aids the consumer in selection, use, and care.	List major home and commercial clothing care equipment (K)	Brainstorm to identify various types of home and commercial clothing care equipment. Examples: Home equipment may include washer, dryer, iron, ironing board, and sewing machine. Commercial equipment available may include that used in coin-operated dry cleaners, dry cleaning establishments, and laundry establishments.
	Illustrate uses of major clothing care equipment (C)	Review equipment manuals to summarize procedures for using major home clothing-care equipment. Interview commercial equipment operators. Ask them to explain procedures for using commercial equipment. Share your findings with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Solve problems related to use of commercial and home clothing care facilities (Ap)	Compute the cost of operating home clothing care equipment and the cost of using commercial clothing care equipment and services. Consider resources available to specific homemakers described in case studies. Predict the type of clothing care facilities or services best suited to each situation.
	Demonstrate use and care of various brands of clothing care equipment (Ap)	Apply knowledge of using and caring for major clothing care equipment by completing one of the following activities: 1) Operate several brands of clothing care equipment to discover the variety of features available. 2) Study use and care manuals for several brands of clothing care equipment to observe ease or difficulty in using each. 3) Study Consumer Reports or other references to discover features of various brands of clothing care equipment.
	Analyze various brands of major clothing equipment (An)	Visit local appliance dealers in the community. Observe equipment and determine desirable and undesirable characteristics of major clothing care appliances available to the consumer. Work in groups to outline features of specific brands. Distinguish differences in your findings and those of consumer references.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Accumulation and consideration of basic consumer information may facilitate satisfactory selection of clothing care equipment.	Develop guidelines for selecting major clothing care equipment (S)	Plan buying guides for selecting home laundering equipment. Include the following topics: general information, characteristics of gas and electric equipment, installation requirements, construction features, convenience features, and accessories or special features.
	Compare clothing care equipment available from various manufacturers (E)	Evaluate clothing care equipment available in your community. Compare prices, features, and performance expectations. Report to the class what you consider to be "the best buy." How did your "best buy" compare with the "best buys" chosen by other class members? How might the situation in which the equipment will be used influence final determination of the "best buy"?

CONCEPT: Textiles

OVERALL OBJECTIVE: *Propose guidelines for selecting textiles for specific purposes (S)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Factors Influencing Choice of Fabric Finish		
Special finishes give fabrics characteristics that make them more useful and beautiful than the unfinished fabric.	Identify fabric finishes commonly applied to fabrics of specific fiber content (K)	Read selected references and list fabric finishes that are used for specific fabrics. Examples: brushing and shearing--wool, acrylic, and polyester; calendering--linen, cotton, and rayon; glazing--cotton; tentering--all fabrics; and syndicating--woolens, knits, and polyester.
	Explain the purposes of various finishes (C)	Review references including labels and summarize on a chart reasons various fabric finishes are used.
	Demonstrate the performance of fabrics with special finishes (Ap)	Show fabrics which have special finishes applied to them. Test fabrics according to the finish applied and observe their performances. Examples: Test permanent press finishes for wrinkling, stain repellent finishes for ease of stain removal, flame retardant finishes for flammability, pre-shrunk fabrics for shrinkage, and water repellent finishes for water repellency.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
The homemaker may use fabric-finish preparations on garments and household textiles to obtain desired fabric performance.	List fabric finishes that may be applied by the homemaker (K)	Brainstorm to cite fabric finishes used in your home, such as starches, flame retardants, and stain repellents.
	Describe fabric finishes used at home (C)	Give examples of the various forms in which home fabric finishes are available. Explain how and when to apply various finishes to specific garments. Summarize the cost and the effectiveness of specific home-applied fabric finishes.
	Apply fabric finishes to various fabrics (Ap)	Work in groups to prepare demonstrations to show how to apply specific home fabric finishes to various garments and household textiles.
	Analyze fabric finish preparations (An)	Determine the effectiveness of household fabric finishes by applying the finishes to various fabrics and testing them according to specific purposes. Examples: Does spray fabric finish really make ironing easier? Does it add body to a garment? Does starch prevent wrinkling? Does it make ironing faster? Do stain repellents make fabrics waterproof and soil repellent?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Propose guildeines for ascertaining the appropriateness of various fabric finishes for specific garments and household textiles (S)	Develop a chart which gives the following information about fabric finishes that can be applied by the homemaker: form, uses, effectiveness, and cost.
Chemical modification is a chemical reaction that causes a permanent change in a fiber.	Define chemical modification in relation to fabric (K)	Read references to find a definition of chemical modification of fibers. Write a class definition.
	Give examples of chemical modification processes (C)	Read references to find descriptions of fabric finishes which permanently change the fiber. Examples: permanent press, bleaching, crabbing, delustering, permanent flame resistance, and mercerization. Briefly explain each process.
	Discover fabrics which have been finished by various chemical modification processes (Ap)	Discover sample fabrics that have been given a chemically modified finish. Label each sample and describe the process used and its effects on the fabric. Show how the fabrics with chemically modified finishes differ in characteristics from fabrics with similar fiber content, color, and weave but without chemically modified finishes. Share your findings with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Fabric uses influence the choice of fabric finishes.	Describe the effects of finishes on fabrics (C)	Examine fabrics which have had finishes applied by the manufacturer or spray various finishes on untreated fabrics of different fiber content. How do the finishes affect the appearance of various fabrics? The hand? The ease of handling? How do the finishes affect the smell of the fabrics?
	Relate fabric finishes to fabric uses (Ap)	Observe various fabrics with and without specific finishes. Predict the uses of each fabric. Which finishes interfere with the natural properties of the fiber? Which require special care? Which must be restored after cleaning? Which finishes are routine finishes? Which are special finishes to change the characteristics of the fabric?
	Determine finishes appropriate for fabrics used in specific household items and garments (An)	Point out uses of fabrics and determine finishes that would be helpful or necessary for satisfactory performance. Examples: children's clothing--flame resistant, wrinkle resistant, and stain repellent; upholstery--water and stain repellent.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Textile Experiments		
Textiles testing measures the degree of performance of fibbers, yarn, and fabrics.	List various tests made on fibers, yarns, and fabrics (K)	Cite tests which aid in identifying fibers and measuring fiber, yarn, and fabric performance. Examples: thread count, abrasion, breaking strength (wet or dry) colorfastness, fiber identification, shrinkage, crease resistance.
	Explain purposes of testing textiles (C)	Summarize reasons for conducting textile tests. Examples: to determine fiber content and fabric characteristics, and to measure the degree of performance of specific fibers, yarns, and fabrics.
	Use various textile tests on fibers, yarns, and fabrics (Ap)	Work in pairs to perform an assigned fabric test. Show and explain to the class the test results.
	Point out advantages of textile testing (An)	Outline the advantages of textile testing. Determine the effectiveness of textile testing. What did you learn about fabrics, yarns, and fibers? Which tests might be useful to the homemaker? Why?
	Compile information gained from textile tests (S)	Devise a class form which may be used for recording textile test results. Organize information gained about specific fibers, fabrics, and yarns from textile tests, and record the information on the form.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Evaluate fibers, yarns, and fabrics on the basis of test results (E)	Appraise certain fibers, yarns, and fabrics according to care, durability, appearance, and comfort. Use of a form for organizing and recording information gained from textile testing may be helpful in your appraisal.

CONCEPT: Tailoring Principles

OVERALL OBJECTIVE: *Evaluate the quality of construction, fit, and appearance of tailored garments (E)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Types of Tailoring		
The main differences among types of tailoring are the amount of ease allowed, the amount of handwork, and the amount of interfacings used to make a garment.	Identify types of tailoring (K)	Read selected references or view sample garments to name types of tailoring. Examples: strictly tailored, custom-tailored, dressmaker tailoring, and unlined or washable tailored garments.
	Describe differences among types of tailoring (C)	Summarize orally the differences among types of tailoring used to construct garments. Examples: Strictly tailored garments have much detail which requires a great deal of handwork compared to machine sewing, accuracy, and time. Custom-tailored garments are tailored to the requirements of the individual. Dressmaker tailoring requires softer and fewer interfacings, little taping, and the use of simple dressmaker methods. Unlined or washable garments require simple styles, sometimes employ a half lining, and have tailored inside finishes where linings end.
	Relate type of tailoring to specific garments (Ap)	Show garments or patterns which should be tailored and predict the type of tailoring best suited to each. Give reasons for

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		your answers. Show garments that do not need to be tailored. Explain why they do not need to be tailored.
Tailoring Equipment		
Well-selected sewing equipment and supplies are essential for achieving quality tailored garments.	Give examples of equipment used for tailoring (C)	Describe equipment needed for tailoring. Summarize the functions of each item of equipment.
	Show uses of tailoring equipment (Ap)	Demonstrate use of tailoring equipment to the class. Use tailoring equipment correctly while constructing a garment.
	Analyze various brands of tailoring equipment (An)	Use consumer references and do comparative shopping to determine similarities and differences among various brands of tailoring equipment. Point out features, cost, and versatility of specific products.
	Develop criteria for selecting tailoring equipment (S)	Propose criteria to aid in selecting tailoring equipment. Include information from consumer references.
Standards for a Well-Tailored Garment		
Carefully applied tailoring techniques aid in achieving a professionally tailored appearance in garments.	Summarize standards for a well-tailored garment (C)	Study tailored garments and describe characteristics of a well-tailored garment. Examples: The garment is molded to retain its shape. The garment is properly interfaced to hold shape. Collars and lapels lie

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		flat or roll smoothly. The garment is neither overpressed nor underpressed. The lining does not pull or interfere with the hang of the garment. Show items which meet standards of a well-tailored garment. What are reasons some garments could not be described as being "well-tailored"?
	Relate tailoring standards to specific garments (Ap)	Use standards to select well-tailored garments from samples provided.
	Analyze tailored garments (An)	Examine a tailored garment to determine the type of tailoring used. Is the type of tailoring appropriate for the fabric and garment style? Why or why not? Which standards have been met in this garment? What tailoring techniques were used in order to achieve the standards? Which standards have not been met? Why? Examine additional garments and answer the above questions.
Selecting Patterns and Fabrics		
Personal wardrobe needs, current fashion, and individual style may influence selection of patterns and fabrics for tailored garments.	List factors that may influence fabric and pattern selection for tailored garments (K)	Consult selected references and cite factors that may influence fabric and pattern selection for a tailored garment. Examples: personal wardrobe needs, current fashion, individual style, and pattern design in

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		relation to fabric, ability, and experience in construction. List factors to consider in selecting fabric for a tailored garment.
	Illustrate patterns and fabrics suitable for tailored garments (C)	Look at pattern books, catalogs, and fabric samples and give examples of patterns and fabrics suitable for tailored garments. Select a fabric which is suitable for a specific pattern for a tailored garment and share with the class. Take a field trip to a local store to locate fabrics suitable for specific tailored garments.
	Relate patterns and fabrics to current styles (Ap)	Ask a representative from a speciality shop to bring samples of tailored garments to class or take a field trip to a department store or ready-to-wear specialty store to discover current fashions in well-made, tailored garments.
	Point out patterns and facrics suitable for specific situations (An)	Read case studies describing specific individuals and their activities. Analyze patterns and fabrics and determine several alternatives which would be appropriate for the person described. Outline reasons for your decisions. Determine patterns and fabrics you feel would be suitable for your class project.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Plan a tailored garment to meet specific needs and wants (S)	Coordinate fabric, pattern, and notions for a tailored garment to be constructed as a class project.
Cutting		
Accuracy in cutting is necessary in order to duplicate the pattern design when constructing a garment.	Summarize steps preliminary to cutting a tailored garment (C)	Describe the steps preliminary to cutting a tailored garment, such as separating pattern pieces needed for cutting garment, interlining, interfacing, and linings; preparing pattern and fabric; making necessary pattern alterations for outer fabric, interlining, and lining; and placing and pinning pattern on fabric, interfacing, underlining, and lining.
	Apply appropriate procedures in cutting out a garment (Ap)	Demonstrate appropriate procedures for cutting out a tailored garment.
Construction Processes		
Certain construction processes are necessary for satisfactory results in tailoring.	Cite construction processes required for tailored garments (K)	Consult selected references and list construction techniques to be used in tailoring. Examples: tailor tacking; application of underlining and interfacing; establishment of roll lines; pad stitching; making bound buttonholes, special hand stitches; vents; pleats; covered hooks and snaps; swing tacks; applying weights; and attaching linings.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Describe tailoring construction processes (C)	View demonstrations or film loops on specific tailoring techniques which will be used in class. Describe situations in which each would be used. Summarize tailoring procedures you will use in your class project by making a step by step guide.
	Interpret the importance of various construction processes in tailoring (C)	Explain the reasons for using special techniques in tailoring. Examples: Interfacing applied with pad stitching is needed for shaping and molding. Hand stitching may be needed for applying interfacings, hems, zippers, shoulder shaping, and collars. Covered fasteners may be used to produce a professional look.
	Show specific construction processes involved in tailoring (Ap)	Work in pairs to demonstrate specific construction techniques to the class. Explain steps necessary to skillfully complete the construction techniques, and describe the purposes for each.
Various factors influence the selection of tailoring techniques for specific situations.	Determine construction techniques suitable for specific tailored garments (An)	Analyze tailored garments to determine construction techniques necessary for achieving a professional appearing garment. Outline reasons for your decisions. Share with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Develop an evaluation instrument for tailored garments (S)	Work with other class members to devise a check list or rating scale for evaluating tailored garments. Include selection of fabric and pattern, construction techniques, fit, and overall appearance.
	Compare results of various tailoring construction processes (E)	Judge tailored garments made by various tailoring construction processes by completing an evaluation instrument. Which construction techniques produced the most professional-looking garment? What factors have the most influence on the appearance of the garments?
Fitting		
A well-fitted garment lies smoothly over body curves with side seams perpendicular to the floor and has sufficient ease to permit freedom of movement.	Summarize principles of good fit (C)	Explain points to check at each fitting of a tailored garment. What contributes to a good fit in a tailored garment?
	Apply principles of fitting a tailored garment (Ap)	Try on a tailored garment during the construction process to discover fitting problems and possible solutions. Examples: preliminary fitting--check length, width, and dart and ease placement; first fitting--check width and buttonhole and pocket placement; second fitting--check previous steps, length, proportions, shoulder shapes, sleeve length, collar placement, and determine roll line for collar and

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		lapels; third fitting--check sleeve placement, lining fit, and mark hems; final fitting--check overall appearance of garment.
	Analyze the fit of specific tailored garments (An)	Try on ready-made tailored garments and determine the quality of the fit. While constructing a garment, point out any observable fitting problems and areas of good fit. Determine ways to correct improper fit.
	Propose alterations needed to improve the fit of specific tailored garments (S)	Plan alterations necessary for a good fit in the garment constructed as a class project. Make the proposed alterations and check the fit of the garment again.
	Appraise the fit of tailored garments (E)	Assess the quality of fit of a specific tailored garment. Include in your appraisal consideration of identified principles of good fit.
Pressing		
Correct pressing during garment construction helps create and maintain garment shape.	Paraphrase guidelines for tailor pressing (C)	Summarize basic guidelines and techniques used for tailor pressing. Examples: Press on wrong side of fabric when possible. Use steam iron and press cloth.
	Give examples of where and how to press (C)	Refer to a pattern guide sheet and describe the parts of a garment that will need pressing . Explain which techniques should be used for each part.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		Demonstrate proper use of pressing equipment used in tailoring, including needleboard, clappers, press mit, and seam roll.
	Demonstrate pressing techniques (Ap)	Use proper pressing techniques and follow guidelines for pressing while constructing a tailored garment.
	Point out evidences of good pressing (An)	Observe pressing techniques used on tailored garments during the process of construction as well as final pressing on completed garments. Differentiate among garments which are well pressed and those which need additional pressing or have been over pressed. Point out specific areas of the garments which appear well pressed.
	Develop guidelines for pressing specific fabrics (S)	Organize criteria for pressing specific fabrics used in tailoring. Compile a check list to use in class.
Lining, Underlining, Interlining, and Interfacing		
Support fabrics including interfacings, underlinings, interlinings, and linings give shape to construction areas, reduce strain, and help prevent distortion of the garment fabric.	Illustrate a variety of support fabrics for specific uses (C)	Prepare a display to illustrate fabrics available for lining, underlining, interlining, and interfacing tailored garments. Label each fabric and explain characteristics which make it desirable for specific uses. Work in pairs to select support fabrics for specific patterns. Share with the class.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Apply support fabrics to a tailored garment (Ap)	Demonstrate skill in applying support fabrics to a tailored garment.
	Determine the appropriateness of support fabrics for tailored garments (An)	Examine support fabrics within tailored garments. Point out the type of fabric used for lining, underlining, interlining, and interfacing. Discuss the advantages and disadvantages of the fabrics used for each part of the garment. Determine which support fabrics are appropriate for each garment and recommend fabrics to replace those which are not appropriate.
	Devise guidelines for evaluating tailored garments (S)	Compile a list of points to check in evaluating tailored garments. Include choice of fabric, suitability of design, skill in construction techniques, fit, and overall appearance.
	Evaluate a tailored garment (E)	Appraise a tailored garment by using a check list. Coordinating Experience: For FHA, present a style show featuring tailored garments made in class. Arrange for each class member to use a check list to judge several garments as they are modeled.

CONCEPT: Relating Clothing and Textiles to Career and Job Opportunities

OVERALL OBJECTIVE: *Point out the effects of clothing and textiles on homemakers with dual roles (An)*

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
Dual Roles		
Clothing needs are modified when a woman assumes dual roles.	Show how clothing items may be adapted for use in various roles (Ap)	Demonstrate ways the same clothing item can be used to fill several clothing roles. Examples: a maxi coat from which the bottom may be zipped off to make a knee-length or shorter coat, and a daytime dress that may be suitable for evening wear when accessorized properly.
	Prepare a clothing expenditure plan to include purchase and care of clothing required for specific dual roles (An)	Construct a clothing expenditure plan including items necessary for a specific dual role wardrobe. Use catalogs to determine approximate purchase costs and also include costs of maintaining the garments.
	Determine influences of dual roles on clothing spending plans (An)	Analyze through class discusssion a family clothing plan. Point out changes needed in the plan when the mother or wife also performs the role of a career woman. Discuss social and psychological influences on clothing needs, appropriate attire for the homemaker and for her career role, necessary purchases and care, effects on the budget, and time needed for the purchase and care of additional wardrobe items.

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Point out how one's present wardrobe may be adapted to new roles (An)	Outline ideas for changing specific outfits in your wardrobe to fit the needs of a career woman. Examples: change accessories, change hem length, add jacket or sweater, change blouse or skirt.
	Plan a personal care schedule for an individual pursuing a dual role (S)	Devise a daily and weekly time schedule which provides time for the homemaker/career woman to attend to her personal grooming. Include time for the following activities: personal grooming; care of personal wardrobe; exercise routines; and duties for the family.
Interrelationship of Employment and Home Life		
Success in dual roles may be affected by clothing and personal appearance.	Describe clothing problems that may be encountered in various job situations (C)	Brainstrom to identify and explain problems that may be encountered in specific job situations. Examples: change of climate in a traveling job, social obligations, professional meeting, transportation (bicycle or motorcycle), and required uniforms or other attire.
	Solve specific clothing problems resulting from various jobs (Ap)	Predict solutions for various problems faced by career girls. Examples: 1) Allison lives 40 miles from a large metropolitan area where she works in the public relations department of a bank. At work she is required to wear a bank

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
		uniform; however, her job involves interviewing, visiting, and working with customers after banking hours. How can she effectively adjust her wardrobe plans to meet the various needs of her job? 2) Susie works as a dietitian aide at a local hospital. Her church is having special meetings for a week. She must go directly to church from work. How can she manage her clothing requirements to meet both needs?
The nature of professional activities influences the wardrobe requirements of persons assuming dual roles.	Point out characteristics of jobs that affect clothing needs and care (An)	Determine specific care factors necessary in work clothes for certain jobs. Make a chart in class. Example: Restaurant job--uniforms should have a permanent press finish and be washable, stain resistant, quick drying, and comfortable.
	Relate clothing and appearance to job success (Ap)	Use pictures of persons in various occupations to estimate their success on specific jobs. How does their clothing affect your estimations of their job success? How might clothing and personal appearance influence a person's employability?

Subconcepts and Generalizations	Behavioral Objectives	Learning and Evaluation Experiences
	Point out the interrelationships among clothing choice, clothing care, personal appearance and job success (An)	Associate job success with clothing selection and care and personal appearance. How does clothing selection affect clothing care, personal appearance, and job success? How does clothing care affect clothing selection, personal appearance, and job success?

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BOOKS

Bancroft, Vivian Starck. It's So, Sew Easy; A Guide to Clothing Construction. 2nd ed. Minneapolis, Minnesota: Burgess Publishing Co., 1970. 354 pp. ($4.95. Clothing construction manual--does not include tailoring--well illustrated; study questions for each topic and evaluation device for each clothing construction technique.)

Bane, Allyne. Creative Clothing Construction. 3rd ed. New York, New York: McGraw-Hill Book Co., Inc., 1973. 329 pp. ($10.95. Grades 11-12. Gives general guidelines for creating clothing; discusses commercial patterns, equipment, and general clothing construction.)

Bane, Allyne. Tailoring. 2nd ed. New York, New York: McGraw-Hill Book Co., Inc., 1968. 333 pp. ($9.65. Grade 12. Includes making a muslin test copy, tailoring a skirt, jacket, or coat; and interfacing, lining and underlining a tailored garment in addition to basic construction techniques.)

* Barclay, Marion S. and Champion, Frances. Teen Guide to Homemaking. 3rd ed. New York, New York: McGraw Hill Book Co., Inc., 1972. 528 pp. ($8.64, Teacher's manual $2.24. Grades 7-9.)

Beck, Doris May. Custom Tailoring for Homemakers. Rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1972. 186 pp. ($6.04, s.p. $4.53. Grades 10-12. Easy to read, well-illustrated. Includes basic techniques; constructing ladies skirts, slacks, suit coats or jackets, and dresses; men's tailoring--suit coats, vests, trousers.)

* Bratton, Esther Crew, and Vanderhoff, Margil. Home Management Is... Boston, Massachusetts: Ginn and Co., 1971. 337 pp. ($7.52, s.p. $5.64, teacher's guide $3.16 s.p. Transparency masters or transparencies and teacher's guide for transparency program also available.)

Butman, Grace A. New Fabrics, New Clothes and You. Austin, Texas: Steck-Vaughn Co., 1966. 92 pp. ($1.40. Discusses fibers, fabrics, and cleaning. Easy to read.)

Carlin, David. Alteration of Men's Clothing. 3rd ed. New York, New York: Fairchild Publications, Inc., 1962. 112 pp. ($5.95. Covers working with customers; alteration of sleeves, collar, shoulders, coat, vest, and trousers; alteration records and memos.)

Carson, Byrta. How You Look and Dress. 4th ed. New York, New York: McGraw-Hill Book Co., Inc., 1969. 310 pp. ($7.96. Grades 7-9. Includes grooming, poise, clothing care, selecting clothing, wardrobe planning, sewing equipment, and basic clothing construction--torn project to make a dress.)

* State adopted textbooks.

Chambers, Helen G. and Moulton, Verna. Clothing Selection: Fashions, Figures Fabrics. 2nd ed. Philadelphia, Pennsylvania: J.B. Lippincott, Co., 1969. 471 pp. ($9.50. Selecting outer and under clothing and accessories for men and women of all ages.)

Coats and Clark's Sewing Book. Rev. ed. Racine, Wisconsin: Western Publishing Co., Inc., 1969. 192 pp. ($3.95. Includes clothing construction and decorative details.)

* Craig, Hazel T. Clothing: A Comprehensive Study. Rev. ed. Philadelphia, Pennsylvania: J.B. Lippincott Co., 1973. 468 pp. ($7.32. Grades 9-12.)

Cunningham, Gladys, and Hutton, Jessie. Singer Sewing Book: The Complete Guide to Sewing. Norwood, Massachusetts: Random House Singer School Division, 1972. 428 pp. ($8.95. Excellent illustrations, includes variety of construction procedures for clothing for all ages and construction of curtains, draperies, valences and cornices, slipcovers, and bedspreads.)

Dunn, Lucille; Bailey, Annetta; and Vansickle, Wanda. Steps in Clothing Skills. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1970. 528 pp. ($8.80, s.p. $6.60. Grades 7-12. Includes personality, fabric selection, art elements, wardrobe planning, clothing construction, and home economics-related jobs.)

Ehrenkranz, Florence and Inman, Lydia L. Equipment in the Home. 3rd ed. New York, New York: Harper and Row Publishers, 1973. 350 pp. ($11.95. Includes a number of good pictures and illustrations.)

Ellett, Marcella Howard. Textiles for Teens. 3rd ed. Minneapolis, Minnesota: Burgess Publishing Co., 1967. 74 pp. ($2.95. Grades 9-12. A simplified study of fibers, fabrics, and finishes, shopping and construction tips.)

Esquire Magazine Editors. The Esquire Guide to Good Grooming for Men. New York, New York: Grosset and Dunlap, 1971. 96 pp. ($1.25. Includes care of hair, face, hands, feet; diet; baldness, beards, etc; excercise; posture; and shaving and toiletries.)

Fried, Eleanor L. Is the Fashion Business Your Business? 3rd ed. New York, New York: Fairchild Publications, Inc., 1970. 226 pp. ($6.95. Includes designing, merchandising, publishing, management, top-level jobs, and jobs and job hunting for women.)

Garrett, Pauline G. and Metzen, Edward J. You Are a Consumer of Clothing. Boston, Massachusetts: Ginn and Co., 1967. 177 pp. ($3.36, s.p. $2.52. Grades 7-9. Includes the consumer's role, decision making, where to buy, laws, sources of information, and consumer responsibilities.)

Haedrich, Marcel. Coco Chanel: Her Life, Her Secrets. Boston, Massachusetts: Little Brown and Co., 1972. ($8.95. Biography of Coco Chanel's life as a designer.)

Hanson, Margaret A. The Care We Give Our Clothes. Austin, Texas: Steck-Vaughn Co., 1966. 94 pp. ($1.40. Contains tips on daily clothing care, time management; shows steps for various kinds of darning; discusses clothes remodeling, alterations and storage. Easy reading.)

Hollen, Miriam. See It and Sew It Fundamentals of Sewing with Knits. Salinas, California: Hollen and Road, 1970. 86 pp. ($2.95, Student Text; 7 filmstrips and 1 book, $75.00. Fundamentals of sewing woven fabrics. Covers organization of equipment, triangle scarf, jumper, shirtdress.)

Hollen, Miriam. See It and Sew It: Fundamentals of Sewing Woven Fabric. San Antonio, Texas: See It and Sew It, Inc., 1972. 86 pp. (8 filmstrips plus teacher's edition of book $85.00, book $3.85, teacher's edition $15.95. Order from Loan Star School Book Depository. Includes sewing equipment; construction of a triangle scarf, jumper, and shirtdress.)

Home Economics Instructional Materials Center. Clothing Assistant, Teacher Copy. Lubbock, Texas: Tech Press, 1969. 439 pp. ($7.50, In-Texas, $10.00, out-of-state. Order from Home Economics Instructional Materials Center. Covers fitting ready-made clothing; selection, use, and care of equipment; alteration of men's and women's clothing; clothing repairs; pressing; dry cleaning; record keeping; and fabric characteristics.)

Home Economics Instructional Materials Center. Orientation to the World of Work, Parts One and Two. Lubbock, Texas: Tech Press, 1971. (Each part $5.00 in Texas, $6.50 out-of-state. Order from Home Economics Instructional Materials Center. Units on HECE, FHA, labor, and money, job application, job success, civic responsibilities, understanding our economy, personal management and consumer education personal adjustment, planning for future, and evaluation.)

Jabenis, Elaine. The Fashion Director: What She Does and How to Be One. New York, New York: John Wiley and Sons, Inc., 1972. 407 pp. ($10.95, pap. text ed. $6.95. Information on becoming a fashion director; fashion projection through advertising display, broadcasting, fashion shows, and fashion careers related to retailing.)

James, Barry. Call Me Mister. Bronx, New York: Milady Publishing Corp., 1969. 383 pp. ($9.00, instructor's manual $9.75. Includes grooming, social graces, wardrobe, personality development, speaking development, jobs, and physical fitness.)

Johnson, Mary. Mary Johnson's Guide to Altering and Restyling Ready-Made Clothes. New York, New York: E. P. Dutton and Co., Inc., 1964. 251 pp. ($6.95. How to make alterations on every part of a garment for adults and children; remaking garments; how to be your own furrier.)

Kefgen, Mary and Touchie-Specht, Phyllis A. Individuality in Clothing Selection and Personal Appearance; A Guide for the Consumer. New York, New York: The Macmillan Co., 1971. 429 pp. ($9.95. Developing individuality in clothing, grooming, nutrition related to grooming, dress design related to the wearer, wardrobe planning, and shopping.)

Let Yourself Sew. New York, New York: Simplicity Pattern Co., 1972. 96 pp. ($.75. Good pictures, easy to read and understand.)

Lewis, Dora S.; Banks, Anna K.; and Banks, Marie. Teen Horizons At Home and School. New York, New York: The Macmillan Co., 1970. 480 pp. ($7.44, s.p. $5.58. Grades 7-12. Includes personal appearance, wardrobe planning, clothing related to the wearer, clothing care and repair, and making a garment. One section of a general homemaking text.)

* McDermott, Irene E.; Norris, Jeanne L.; and Nicholas, Florence W. Homemaking For Teen Agers, Book II. 3rd ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1972. 736 pp. ($9.96. Grades 8-12)

McDermott, Irene E. and Norris, Jeanne L. Opportunities in Clothing. Peoria, Illinois: Chas A. Bennett Co., Inc., 1968. 350 pp. ($7.84, s.p. $5.88. Grades 9-12. Good information on careers, and industrial sewing. Includes clothing construction, fitting and alteration.)

McMurty, Rosemary, ed. The How to Fit Book. New York, New York: The McCall Pattern Co., 1973. 112 pp. ($1.25. Good-filled with illustrations and directions for various fitting problems.)

Morton, Grace Margaret. The Arts of Costumes and Personal Appearance. 3rd ed. New York, New York: John Wiley and Sons, Inc., 1964. 319 pp. ($10.75. Psychological, sociological, and personal aspects of clothing.)

Oerke, Bess V. Gawne, Eleanor, ed. Dress: Smashing Success. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1969. 672 pp. ($9.28, s.p. $6.96. Teacher's guide free. Grades 9-12. General clothing test, includes various aspects of clothing and textiles and careers.)

Parker, Xenia Ley. Working with Leather. New York, New York: Charles Scribner's Sons, 1972. 159 pp. ($8.95. Identifies skins, tools, and gives directions, some patterns, and methods for making things with leather.)

Perry, Patricia, ed. Ready Set Sew. New York, New York: Butterick Fashion Marketing Co., 1971. 320 pp. ($7.95, paper back $4.95. Basic sewing in easy to read print; well illustrated, interesting approach.)

Perry, Patricia, ed. The Vogue Sewing Book. New York, New York: Vogue Patterns, 1973. 416 pp. ($15.00. Order from Butterick Fashion Marketing Co. Has many illustrations and discusses figure problems. Geared more to tailoring.)

Perry, Patricia, ed. The Vogue Sewing Book of Fitting, Adjustments and Alterations. New York, New York: Butterick Fashion Marketing Co., 1972. 190 pp. ($8.95. Shows methods of measuring and fitting all types of women's clothing. Shows methods making all kinds of alterations.)

Pistolese, Rosana and Horsting, Ruth. History of Fashions. New York, New York: John Wiley and Sons, Inc., 1970. 340 pp. ($12.75. History of fashions in many civilizations including Egypt, Palestine, Greece, etc. during 14th - 20th centuries.)

Ross, Marian. The Co-Ed Sewing Book. Englewood Cliffs, New Jersey: Scholastic Book Services, 1972. 128 pp. (paperback $0.75. Grades 7-12. Easy to read; cartoon drawings; clothing construction and equipment.)

Schwebke, Phyllis W. and Krohn, Margaret B. How to Sew Leather, Suede, Fur. Rev. ed. New York, New York: Macmillan Publishing Co., Inc., 1970. 151 pp. ($6.95. Identifies skins and tools. Numerous illustrations showing construction techniques, care. Selection of furs and patterns, equipment, construction techniques, restyling, care, and glossaries for leather and fur.)

Simplified Sewing Book. New York, New York: Simplicity Pattern Co., 1972. 256 pp. ($1.00. Good illustration, written simply, includes sewing for men.)

Sturm, Mary Mark and Grieser, Edwina Hefley. Guide to Modern Clothing. New ed. New York, New York: Webster Division, McGraw-Hill Book Co., Inc., 1973. 590 pp. ($9.32, Teacher's manual, $1.00. Grades 10-12. General clothing text--includes many aspects of clothing and textiles.)

Talbot, Constance and Stevenson, Isabelle. The Complete Book of Sewing. New York, New York: Crown Publishers, Inc., 1972. 320 pp. ($9.95. Order from Greystone Corp. Includes making slip covers, pillows and draperies, as well as clothing selection and construction.)

Todd, Elizabeth and Roberts, Frances. Clothes for Teens. Rev. ed. Lexington, Massachusetts: D. C. Heath and Co., 1969. 494 pp. ($7.88, s.p. $5.91. Grades 9-12. Grooming and being well dressed for both sexes, wardrobe planning for both sexes, clothing construction, and a study of fabrics.)

Tolman, Ruth. Charm and Poise for Getting Ahead. Bronx, New York: Milady Publishing Corp., 1969. 431 pp. ($9.75. Includes grooming, poise, wardrobe planning, personality, voice, job success, and body perfection.)

Tolman, Ruth. Guide to Beauty, Charm, and Poise. Bronx, New York: Milady Publishing Corp., 1969. ($9.75. A basic textbook on achieving confidence, charm, and poise.)

* Vanderhoff, Margil. Clothes: Part of Your World. Boston, Massachusetts: Ginn and Co., 1970. 275 pp. ($7.80, s.p. $5.85, teacher's manual, s.p. $0.75. Grades 7-9.)

* Vanderhoff, Margil, et. al. Textiles for Homes and People. Boston, Massachusetts: Ginn and Co., 1973. 516 pp. (text ed. $7.68, s.p. $5.76. Teachers' guide $1.44. Grades 10-12.)

* Warmke, Roman F; Wyllie, Eugene D.: and Sellers, Beulah E. Consumer Decision Making: Guides to Better Living. Cincinnati, Ohio: South-Western Publishing Co., 1972. 482 pp. ($6.20 Grades 9-12.)

Wyllie, Ethel K. Today's Custom Tailoring. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1971. 285 pp. ($8.32, s.p. $6.24. Grades 7-12. Tailoring techniques for wool, double knits, and non-wool woven fabrics. Good illustrations.)

FILMS

Children's Clothes: How to Choose Them. Dallas, Texas: Buster Brown Textile, Inc., n.d. (Color, sound, 15 min., free loan. Order from Association-Sterling Films. Product oriented--shows selection of yarn and construction of cotton knit fabrics.)

Cotton to Clothing. Hollywood, California: Charles Cahill and Associates, Inc., 1967. (Color, sound, 11 min., $130.00. Order from AIMS Instructional Media Services, Inc. Shows process of producing cotton garments from stalk to store.)

Food, Clothing, and Shelter in Three Environments. Santa Monica, California: Film Associates, 1969. (Color, sound, 16 min., $200.00. Order from BFA Educational Media. Shows similarities and differences of life in mountains, deserts, and tropics.)

Pattern Interpretation. Hollywood, California: Charles Cahill and Associates, Inc., n.d. (Color, sound, 12 min., $130.00. Order from AIMS Instructional Media Services, Inc. Information on the pattern envelope and guide sheet is shown. Demonstrates pattern layout, pinning, and cutting of a garment. Compares Simplicity and McCall patterns.)

Sewing Materials--Preparation. New York, New York: Sterling Educational Films, 1967. (Color, sound, 11 min., $135.00. Good illustrations; useful information; well narrated.)

Silk...Cocoon to Clothing. n.p.: Marble-Gibson Productions, 1968. (Color, sound, 15 min., $175.00. Order from AIMS Instructional Media Services, Inc. Production of Thai silk.)

Smug Duds Suds-In. Hollywood, California: Flagg Films, Inc., n.d. (1970) (Color, sound, 12 1/2 min., free loan. Order from Home Service Dept., The Maytag Co. Shows two teen-agers selecting clothes by reading hang tag and the right and wrong way of caring for clothes.)

Zipper Application, Part I. Los Altos, California: E. P. Research, Inc., n.d. (1964). (Color, sound, 12 min., $135.00. Order from AIMS Instructional Media Services, Inc. Clear, close-up viewing. Shows how to stitch in a zipper by hand.)

Zipper Application, Part II. Los Altos, California: E. P. Research, Inc., 1964. (Color, sound, 9 1/2 min., $120.00. Order AIMS Instructional Media Services, Inc. Very clear filming--close-up. Includes demonstration on application of invisible zipper.

FILMSTRIPS

Clothing and Textiles Filmstrips.
Fiber Care, 1966, $3.95
Color and Design, 1965, $3.95
Shopper's Hidden Treasure, n.d. $7.95
Up and Down of Fabric, 1967, $7.95
Clothing Care Clues, 1966, $7.95
Fabric Finish, 1965, $3.95
Fabric Construction, 1965, $3.95
Grain, 1963, $7.95
Stain Removal, 1966, $3.95
Fibers into Yarns, n.d., $3.95
Madison, Wisconsin: Visual Consultants, Inc. (Color, silent, scripts. Basic topics related to study of textiles.)

Clothing Communicates. New York, New York: Mazin-Wyckoff Co., 1970. (Color, sound, 47 frames, record, $4.25. Up-to-date student level dialogue between girl and man. Involves the audience at the end so that discussion could follow easily.)

Coats and Clark, Inc. Successful Sewing with Wash-and-Wear Fabrics. Fairlawn, New Jersey: Coats and Clark, Inc., n.d. (Color, silent, 56 frames, script, $4.00. Clothing styles are dated, however, the subject matter is good.)

Consumer Education, Part II. Hollywood, California: Hanna-Barbera Productions, 1971. (Color, sound, 4 filmstrips, 8 min. each, records and teacher's guide, $60.00 with records; $68.00 with cassettes. One filmstrip of the series is concerned with purchasing clothing. Identifies fashion and fad, types of clothing stores, clothing sales, labels, and hang tags.)

Consumer Information Series. Chicago, Illinois: Journal Films, Inc. (Complete series $350.00 including 6 filmstrips, 1 motion picture, and instructor's guide. Sound slide film series $120.00, includes 6 filmstrips and 80 page guide. Buying Clothing, 1970, 88 frames, $22.00. Consumer information series which includes buying clothing.)

First Aid for Sewing Machines. Somerville, New Jersey: The Singer Co., 1972. (Color, sound, 2 parts, script and record, quiz, teacher's guide, $4.00/set. Part I--How to Stay Out of Trouble, Part II--How to Get Out of Trouble.)

Focus on the Family Wash. Cincinnati, Ohio: Procter and Gamble, n.d. (Color, silent, 60 frames, script, free. Shows factors to consider when doing laundry. Shows both wringer type and automatic washers.)

Jobs for You: It's Happening in Home Economics. Washington, DC: American Home Economics Assoc., 1972. (Color, sound, 115 frames, 14 min., $18.00 with record; $20.00 with cassette. Shows home economics courses for graduate of home economics occupational programs and those with post-secondary training.)

Learning to Use a Sewing Machine. Chicago, Illinois: Society for Visual Education, Inc., 1970. (Color, sound, 4 parts, 49-67 frames each, records, teacher's guide, $34.50 with records; $38.50 with cassettes. Basic information including basic sewing. Titles include Basic Parts and Their Functions, Learning to Guide Fabrics, How to Thread, How to Stitch. See Catalog for order numbers.)

McCall's Custom Method of Sewing (Series). New York, New York: The Educational Service of McCall's Patterns, n.d. (Color, silent, $4.50 each. Titles included Setting in a Sleeve, Applying a One Piece Neck and Armhole Facing, Hemming a Skirt, Underlining and Lining a Dress. Script is on each frame.)

The McCall Pattern Company.
Figure Your Fit--Bodice
Figure Your Fit--Skirts
Figure Your Fit--Pants
Dayton, Ohio: McCalls Corp., n.d. (1965). (Color, silent, $4.50 each. Narration is printed on each frame. Techniques of basic alterations are simply explained. Fitted bodice style; straight skirt style.)

The Textile Scene. New York, New York: Celanese Fibers Marketing Co., 1971. (76 frames, record, chart of consumer rights and responsibilities, teacher's guide, transparencies of labels, free. Consumer rights and responsibilities.)

Washday Wonders. Cincinnati, Ohio: Procter and Gamble, 1968. (Color, silent, free. Tells factors to consider when laundering using automatic washer.)

Young Fashion Forecast. Chicago, Illinois: Sears Roebuck and Co., new each fall and spring. (Color, silent, script, free. Order for each season to keep up-to-date.)

Your Wardrobe and You. Chicago, Illinois: Money Management Institute of Household finance Corp., 1967. (Color, silent, 67 frames, study guide, $1.75. Cartoon figures illustrate the importance of wardrobe planning, shopping, and care to be well dressed within a clothing budget.

PAMPHLETS

Better Buymanship Clothing. Englewood Cliffs, New Jersey: Scholastic Book Services, 1967. 64 pp. (No. 2356, $.50; set of 15 books, No. 2378, $7.00. Easy to read. Selecting and buying various types of clothing; labels; wardrobe planning; and sizes of ready-made garments.)

The Brassiere and What Your Mother Never Told You About It. Jersey City, New Jersey; Bali Co., Inc., 1972. 30 pp. (Free. Adds to the basic understanding of how a bra is supposed to support.)

Hidden Values Series. Chicago, Illinois: Sears, Roebuck, and Co., n.d. 19 pp. ($2.50 set of 60. Order from Association-Sterling Films, Inc. Includes figure types and problems, fit, color, accessories, and shopping tips. Geared to adult women.)

Perry, Patricia, Ed. Everything About Sewing Series from Vogue Patterns. New York, New York: Butterick Fashion Marketing Co., 1972. (12 pamphlets, $1.50 each. Titles include Easy Unlined Jackets, Coats, Etc.; Fitted Garments; Fur and Fur-Like Fabrics; Knits; Leather and Leather-Like Fabrics; Lingerie and Lounge-Wear; Menswear; Pants and Jumpsuits; Ponchos, Capes, Scarves, and Stoles; Special Fabrics, Swimwear; Trims.)

A Profile of Textiles. 2nd ed. Charlotte, North Carolina: The Dowd Press, Inc., 1973. 15 pp. (Free. Order from American Textile Manufacturers Institute, Inc. Basic facts concerning the textile industry. Easy to read.)

Short-Cuts to Home Sewing. New York, New York: Butterick Co., Inc., 1959. ($.50)

Spilker, Louise. Sewing Know-Why? Indianapolis, Indiana: n.p., 1969. (Teacher Know-Why, wall charts, masters, $2.65, Teacher's guide $.60, six wall charts $4.65, masters $15.65.)

Textile Handbook. 4th ed. Washington, DC: The American Home Economics Assoc., 1970. 115 pp. ($5.95. Gives information on most fibers, yarns, and fabrics; how they're produced, finished, cared for, labeled, properties of fibers and legislation.)

Textiles for You...And How They Are Made. Charlotte, North Carolina: American Textile Manufacturers Institute, Inc., n.d. 12 pp. (Single copies free. Pictoral description of textile manufacture.)

The Wonderful New World of Textiles. Charlotte, North Carolina: American Textile Manufacturers Institute, Inc., n.d. 8 pp. (Free. Reprinted from Teacher magazine.)

PERIODICAL

Forecast/Co-ed. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. (monthly, $6.00)

Penny's Forum. New York, New York: J.C. Penney Co., Inc. (Free. Distributed by managers of J.C. Penny Stores, biannually.)

Seventeen. Radnor, Pennsylvania: Seventeen Subscriptions Dept. (monthly, $6.00/year)

Tips and Topics. Lubbock, Texas: College of Home Economics, Texas Tech University. (quarterly, $3.00)

What's New In Home Economics. New York, New York: Reuben H. Donnelley Corp. (monthly except July and August, combined issue for May/June, $8.00)

RESOURCE KIT

Color Concepts. New York, New York: J.C. Penney Co., Inc., n.d. (Color, sound, 2 filmstrips and record, transparencies, student handouts, teacher's guide, and record for 2 filmstrips, $10.50. Could be used in any unit on color. Emphasizes factors that influence color and being creative with color.)

Hollen, Miriam and McKinzey, Jeanette. See It...and Sew It: Fundamentals of Sewing Woven Fabric. San Antonio, Texas: See It and Sew It, Inc., 1972. (Color, 8 filmstrips, Teacher's edition of text, $150.00, additional texts $15.95. 8 filmstrips coordinated with a spiral bound text. Includes equipment and construction of a triangle scarf, jumper, and shirtdress.)

Johnson, Hildegarde; Clawson, Barbara; and Shoffner, Sarah M. Sewing Step By Step. Boston, Massachusetts: Ginn and Co., 1967. (5 self-instructional books, illustrative materials, charts, exhibits, text booklet, teacher's guide. Set $52.00, 5 programmed books, $9.28.)

TRANSPARENCIES

Carlson, Nancy. Fundamentals of Grooming. St. Paul, Minnesota: 3M Co., 1967. (Color, silent, $35.00/set. May also order for $.60 "Overhead Projection in the Home Economics Classroom Booklet." Covers topics not easily found in visuals.)

Linke, Ruth. Fashion and Clothing Construction Transparencies. Bronx, New York: Scholastic Magazines, Inc., 1967. (Set, $7.50, masters $2.50. Teaching guide with each set. Well illustrated; could stimulate good discussion. Titles include Design Principles in Dress, Accessorizing the Basic Dress, How to Read a Pattern, Clothing Symboiism, Clothes Storage.)

Meshke, Edna, Ed. Interrelationships of Clothing With Behavior Roles and Values. St. Paul, Minnesota: 3M Co., 1967. (Color, silent, $35.00 set of 22. May also order for $.60 "Overhead Projection in the Home Economics Classroom Booklet." Covers topics not easily found in visuals.)

See and Sew. Altoona, Pennsylvania: Butterick Fashion Marketing Co., n.d. (5 volumes, 250 transparencies, teachers guide, $180.00 or $40.00 per volume. Vol I--Get Ready to Sew, Vol. 2--Get Perfect Fit, Vol. 3--Get Set to Sew, Vol. 4--Sew I, Vol. 5--Sew II. Manufacturer requests that order be made on official order form.)

Sturm, Mary Mark; Grieser, Edwina H.; and Roberts, Jane Ellen. Design In Clothes. New York, New York: McGraw-Hill Book Co., Inc., 1969. (Color $65.00. Transparencies are in a spiral bound plastic lesson book. Numerous overlays. Generalizations are included along with instructions for showing the transparencies.)

Sturm, Mary Mark; Grieser, Edwina H.; and Roberts, Jane Ellen. Line and Color in Clothes. New York, New York: McGraw-Hill Book Co., Inc., 1969. (Color, viewer stage, $69.00. Transparencies are in a spiral bound plastic lesson book. Numerous overlays. Generalizations are included.)

Talon Consumer Education. Zip Into the Visible 21st Century. n.p.: Youth Education, Inc., 1972. (Color, sound, 24 transparencies, 2 parts, audio tape; Teacher's Guide, $15.95 or free with 100 empty Talon zipper packages. Order from Talon Consumer Education. 24 color transparencies with audio tape (cassette) or reel-to-reel) and teacher's program guide. Part I--Zipper application (invisible lapped and centered. Part II--Survey of fashion history; Teacher Reference File--64 page reference (zippers, thread, tape, trims) in looseleaf notebook. Wall charts on zipper application; 24 page booklet--photos from student's point of view at machine, prepacked sets of 30); Talon Motivational Projects--fun projects made in class using zippers.)

TEACHER REFERENCES

Aesthetics and Clothing: An Annotated Bibliography. Washington, D.C.; The American Home Economics Assoc., 1972. 159 pp. ($3.00. A listing of nearly 1600 books and articles compiled by members of the Textiles and Clothing Section.)

Anspach, Karlyne. The Why of Fashion. Ames, Iowa: The Iowa State University Press, 1968. 378 pp. ($9.50. Includes social and economic influences on clothing. Tells how fashions are designed, produced, distributed, and promoted. Tells how fashions reflect American life.)

Bigelow, Marybelle. Fashion in History: Apparel in the Western World. Minneapolis, Minnesota: Burgess Publishing Co., 1970. 342 pp. ($9.95. Grades 11 and up. Fashions in the Western World only. Many illustrations--mainly black and white.)

Erwin, Mabel D. and Kinchen, Lila A. Clothing for Moderns. 4th ed. New York, New York: The Macmillan Co., 1969. 585 pp. ($8.95. Clothing management, wardrobe planning, clothing selection, sewing equipment, and clothing construction.)

Fanslow, Pauline G. The Great Looks Book. Cleveland, Ohio: Editorial Services, Inc., 1971. ($5.00 for 12 chapters. Order from Bonnie Bell Program. Complete teacher's guide for developing students' self-concepts through all aspects of good grooming.)

Hollen, Norma R. Pattern Making by Flat-Pattern Method. 3rd ed. Minneapolis, Minnesota: Burgess Publishing Co., 1972. 167 pp. ($5.95. Designing bodice, collars, sleeves, skirts, and waistline treatments for women by using flat pattern methods.)

Hollen, Norma and Saddler, Jane. Textiles. 4th ed. New York, New York: The Macmillan Co., 1973. 243 pp. ($9.50. College text including fibers, fabrics, and finishes.)

Horn, Marilyn J. The Second Skin: An Interdisciplinary Study of Clothing. Boston, Massachusetts: Houghton Mifflin Co., 1968. 435 pp. ($10.25. Presents ideas on the significance of clothing; interrelationships of social, psychological, physiological, and cultural aspects of clothing; economic aspects of clothing and the clothing industry; aesthetics and clothing; and selection of personal clothing.)

Iowa Home Economics Association. Unit Method of Clothing Construction. 5th ed. Ames, Iowa: The Iowa State Universtiy Press, 1972. 130 pp. ($4.50. Gives step-by-step directions for basic and advanced sewing; many illustrations. Includes the following topics; equipment, pattern and fabric selection; fitting and altering; cutting and marking; pressing; unit construction; interfacings, linings and underlinings; darts, tucks, pleats, and gathers; seams and seam finishes; buttonholes and fasteners; sleeve types; pocket variations; waistline treatments; plackets and zippers; and hems.)

McCall's Sewing Book. Rev. ed. New York, New York: Random House, Inc., 1968. 308 pp. ($6.95. Guide to dressmaking, tailoring, mending, embroidery, home decorating.)

Minott, Jan. Coordinated Pattern Fit. Minneapolis, Minnesota: Burgess Publishing Co., 1969. 171 pp. ($4.95. Grades 7-12. Measuring for making a personal basic pattern and altering patterns.)

Poulin, Clarence. Tailoring Suits the Professional Way. Rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1973. 213 pp. (text ed. $8.00, s.p. $6.00. Grades 9-12. Tailoring suits and vests for men and skirts and coats for women. Also includes pattern drafting and hand-sewing techniques.)

Rosencranz, Mary Lou. Clothing Concepts: A Social-Psychological Appraoch. New York, New York: The Macmillan Co., 1972. 339 pp. (text ed. $9.75. Includes information on clothing awareness, clothing symbols, and clothing's influence on peoples' roles.)

Ryan, Mary Shaw. Clothing: A Study in Human Behavior. New York, New York: Textile Book Service, 1966. 341 pp. ($8.95. Compilation of research studies on the social-paychological aspects of clothing, consumers, and clothing related to the age of the wearer.)

Spears, Charleszine Wood. How to Wear Colors: With Emphasis on Dark Skins. 4th ed. Minneapolis, Minnesota: Burgess Publishing Co., 1965. 67 pp. ($3.00. Grades 7-12. Includes personal coloring, color in dress, dress design, wardrobe and personal hygiene for persons with dark skins.)

Tate, Mildred Thurow and Glisson, Oris. Family Clothing. New York, New York: John Wiley and Sons, Inc., 1961. 412 pp. ($10.75. Clothing selection based on the family life cycle; shopping and clothing care.)

Teaching Grooming to Teen-Age Girls and Boys. New York, New York: Avon Products, Inc., 1968. 12 pp. (Free. Includes bulletin board ideas, quizzes, and course content.)

Zipp, Edith. Personal Improvement for the Career Woman. Beverly Hills, California: Glencoe Press, 1970. 379 pp. ($8.95. Includes poise, figure control, grooming, and wardrobe planning.)

OTHER

Be Involved--Be a Home Economist. Washington, DC: American Home Economics Assoc., 1969. (Color, 38 slides, $12.50. Shows variety of home economic careers.)

Bingo. Kansas City, Missouri: Gillum Book Co., 1968. (Silent, cards, script, markers, $5.00. Enough cards for an entire class to play. Suggested for teaching or review. May be used on all 4 levels.)

Crossroads. Kansas City, Missouri: Gillum Book, Co., 1968. (Silent, playing board, tokens, cards. $4.00 for game; $2.10 for additional cards. Game is on order of "Parchesi"; 2-6 players. Suggested for teaching or review. May be used on all 4 levels.)

Fibers and Fabrics. Austin, Texas: The Instructional Materials Laboratory, 1967. (Fibers and Fabrics Answer Book, $5.50, answer book $3.00. A distributive education manual.)

Grieser, Edwina H. Clothing Construction Film Loops New York, New York: McGraw-Hill Book Co., Inc., 1970. (Color, silent, 24 film loops, 4-5 min., guide explaining each step depicted in the film, $20.00, discounts available when buying sets of 6,8, etc. Order from Webster Division, McGraw-Hill Book Co., Inc. Titles include Preliminary Techniques: Determining Figure Type and Size; Preparing the Fabric; Laying the Pattern; Cutting and Marking; Directional Staystitching; Making Plain Seams. Basic Sewing Techniques: Making Darts; Applying a Neck Facing; Inserting an Overlap Zipper; Applying a Skirt Band; Making a Hem; Joining Bodice and Skirt. Advanced Sewing Techniques: Applying a Fitted Facing; Interfacing a Bodice; Interfacing and Attaching a Collar; Sewing-in a Sleeve; Lining a Skirt; Underlining a Garment. Tailoring Techniques: Interfacing a Tailored garment; Making a Bound Buttonhole; Making a Tailored Collar; Lining a Tailored Garment; Making a Welt Pocket; Hemming a Coat. See catalog for order numbers.)

Grieser, Edwina H. Sewing Techniques Series, Set I. New York, New York: McGraw Hill Book Co., Inc., 1970. (Color, silent, 6 parts, 3-4 min., guide explaining each step depicted in the film. Set of 6 films $110.00, individual films $20.00. Code 101543 for Set I.)

Home Economics Basic Dressmaking Series. n.p.: Eothen Films Limited, 1967. (Color, silent, 4 min. each, $20.00 for 8mm, $22.00 for Super 8mm. Order from Encyclopedia Britannica Educational Corp. Titles include Sewing and Pressing; Making a Waistband, Part I; Making a Waistband, Part II: Attaching a Waistband; Turning Up a Hem; Bound Buttonhole, Part I; Bound Buttonhole, Part II; Machine-Made Buttonhole; Making a Sleeve; Setting In a Sleeve. See catalog for order numbers.)

Installation Ideas. Newton, Iowa: The Maytag Co., n.d. (Color, silent, 34 slides, script. Free loan. An in-depth discussion of the requirements for installation of all Maytag products: washers, dryers, dishwashers, disposers. Washers, dryers, and dishwashers are shown on slides; disposers are discussed in script. Slides visually present examples of some installation ideas and equipment features that facilitate unusual installations of laundry and kitchen equipment.)

Jacobs, Melvin M. PFAFF Home Sewing Course. Chicago, Illinois: National Pfaff Distributor, 1963. (Color, silent, script and slide viewer, $2.95. Many concepts on one slide. Probably use as a review or for advanced students.)

Laundries Designed for Today's Living. Newton, Iowa: Maytag Co., n.d. (Color, silent, 16 slides, script. Free loan. An introduction to the elements of home laundry planning. Presents many ideas concerning location of laundry facilities and mini-models.)

Occupational Outlook Handbook. Washington, DC: U.S. Government Printing Office, newly published every year. ($6.50 per year. Gives description of tasks performed in each specific job listed.)

Personal Development for Girls. Austin, Texas: The University of Texas, Instructional Materials Laboratory, 1967. 146 pp. ($3.00, answer book ($1.50. Includes developing personal health, appearance, skills, and behavior.)

Personal Development For Young Men. Austin, Texas: The University of Texas, Instructional Materials Laboratory, 1967. ($3.00, answer book $1.50. Topics includes developing personal health, personal appearance, and personal skills and behavior.)

Sewing Series--Part I. New York, New York: Universal City Studios, Inc., n.d. (Color, silent, 10 parts, 4 min., teacher guide, set of 10 film loops $220.00, individual film loop $22.00. Titles include Winding a Bobbin; Threading the Sewing Machine, Directional Stay-Stitcing, Making a Standard Dart, Making a Plain Seam, Seam Finishes, Lapped Zipper Application, Preparation of a Waistband, Attaching a Waistband, Marking and Preparing a Hem. See catalog for order numbers.)

Sewing Series--Part II. New York, New York: Universal City Studios, Inc., n.d. (Color, silent, 10 parts, 4 min., teacher guide, set of 10 film loops $220.00, individual film loops $22.00. Titles include Sewing on a Pierced Button; Marking Fabrics: Dressmaking Carbon; Marking Fabrics: The Tailor Tacker and Tailor Tacks; Bias Strips; Enclosed Seams: French Seam; Enclosed Seams: Flat Felled Seam; Running Stitch and Backstitch; Basting, Even and Uneven; Slip Stitch; Catch Stitch. See catalog for order numbers.)

Sewing Series--Part III. New York, New York: Universal City Studios, Inc., n.d. (Color, silent, 10 parts, 4 min., teacher guide, set of 10 film loops $220.00, individual film loop $22.00. Titles include Removing Unwanted Seams, Continuous Bound Placket, Gathering, Preparing Neck Facing, Application of Neck Facing, Patch Pocket, Covering a Belt, Covering a Buckle, Attaching Belt Buckles and Eyelets, Applying the Hook and Eye.)

Sewing Skills Series. Hollywood, California: Bailey Films, 1967. (Color, 12 film loops, 3 min. each, $20.00 each. Film loop concepts include Threading the Upper Part of the Machine; Removing Unwanted Stitches; Blind Hemming; How to Make Gathers; Using Dressmaker Carbons; Directional Staystitching; How to Make a Dart; Setting the Stitch Regulator; Inserting the Filled Bobbin; Making a Plain Seam; Under-stitching.

PAMPHLET SOURCES

American Home Economics Assoc., 2010 Massachusetts Ave., N.W., Washington, DC 20036.

American Textile Manufacturers Institute, Inc., 1501 Johnston Bldg., Charlotte, North Carolina 28202.

Avon Products, Inc., 30 Rockefeller Plaza, New York, New York 10020.

Belding Corticelli, P.O. Box 20615, Dallas, Texas 75220.

Butterick Fashion Marketing Co., 161 Sixth Ave., New York, New York 10013.

Celanese Fibers Marketing Co., Consumer Education Dept., 522 Fifth Ave., New York, New York 10036.

Coats and Clark, Inc., P.O. Box 383, Fair Lawn, New Jersey 07410.

Home Economics Education Association Publications, Sales Assoc., 1201 16th St., N.W., Washington, DC 20036.

Home Economists Service Bureau of the Van Heuson Co., 417 5th Ave., New York, New York 10016.

J.C. Penney Co., Inc., Educational and Consumer Relations, 1301 Ave. of the Americas, New York, New York 10019.

The McCall Pattern Co., Educational Dept., P.O. Box 9119, Manhattan, Kansas 66502.

Manmade Fibers Producers Assoc., Inc., 350 5th Ave., New York, New York 10001.

National Cotton Council of America, P.O. Box 12285, Memphis, Tennessee 38112.

Sears, Roebuck, and Co., Consumer Information Services, Dept. 703--Public Relations, 303 E. Ohio St., Chicago, Illinois 60611.

Simplicity Pattern Co., Simplicity Educational Division, 200 Madison, New York, New York 10016.

The Singer Co., 30 Rockefeller Plaza, New York, New York 10020.

Talon Educational Service, 41 East 51 St., New York, New York 10022.

U.S. Dept. of Agriculture, Public Information Specialist, Southern Regional Information Office, Consumer and Marketing Service, USDA, 1718 Peachtree St., N.W., Room 222, Atlanta, Georgia 30309.

Wool Education Center, American Wool Council, The Wool Bureau, Suite 520, 909 17th St., Denver, Colorado 80202.

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New York, New York 10007

Association-Sterling Films
8615 Directors Row
Dallas, Texas 75247

Avon Products, Inc.
30 Rockefeller Plaza
New York, New York 10020

Bailey Films
6509 DeLongpre Ave.
Hollywood, California 90028

The Bali Company, Inc.
241 Erie
Jersey City, New Jersey 07302

The Bonnie Bell Program
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Cleveland, Ohio 44101

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Santa Monica, California 90404

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New York, New York 10022

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Minneapolis, Minnesota 55415

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Chas. A. Bennett Co., Inc.
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Peoria, Illinois 61614

Charles Scribner's Sons
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New York, New York 10017

E.P. Dutton & Company, Inc.
201 Park Ave. South
New York, New York 10003

Educational Bureau of Coats and Clark, Inc.
430 Park Ave.
New York, New York 10022

Encyclopedia Britannica Educational Corp.
1822 Pickwick Ave.
Glenview, Illinois 60025

Fairchild Publications, Inc.
7 E. 12th St.
New York, New York 10003

Gillum Book Company
P.O. Box 4504
Kansas City, Missouri 64124

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Xerox Education Group
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Harper & Row Publishers, Inc.
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New York, New York 10016

D.C. Heath and Company
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Lexington, Massachusetts 02173

Hollen and Road
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Holt, Rinehart, & Winston, Inc.
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New York, New York 10017

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Houghton Mifflin Company
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110 Tremont St.
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The University of Texas at Austin
Austin, Texas 78712

Iowa State University Press
Press Building
Ames, Iowa 50010

John Wiley & Sons, Inc.
Eastern District Center
1 Wiley Drive
Somerset, New Jersey 08813

Journal Films, Inc.
909 West Diversey Parkway
Chicago, Illinois 60614

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Boston, Massachusetts 02106

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Des Moines, Iowa 50301

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